

ADMINISTRATIVE SUPERVISION OF THE SCHOOLS

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THE AMERICAN School Board Journal

A Periodical of School Administration.

JUNE, 1939

ADMINISTRATIVE SUPERVISION OF THE SCHOOLS

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THE AMERICAN School Board Journal

JUNE,
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LONG-RANGE SCHOOLHOUSE PLANNING

If schoolhouse construction at this time is a less frequent and more serious undertaking than ever before, nevertheless, there is a greater tendency toward long-range planning. There is wisdom in that sort of procedure.

A lack of timely anticipation of future needs and neglect in the matter of rehabilitation of the school plant have at all times proved costly.

To note the growth or decline of population, the tendencies in pupil enrollment, the changes in instructional method, and thus take a look into the future will spell not only economy but efficiency as well.

Thus, here and there, school boards, superintendents, business managers, and architects see much value in joining hands on long-range planning. There is the senior high school, the junior high, the several elementary schools. An occasional inspection of them will reveal not only immediate necessities but suggestive information for future care and attention.

The school official who is imbued with the responsibility which rests upon him will realize that the schoolhouse, its equipment, and the supplies that go into it, the teaching, the custodial, and the administrative service—all have but one real objective—the education of the youth.

He will see his task in its larger aspects—immediate and prospective in a long-range perspective—today and next year.

THE EDITOR

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A MODERN PROBLEM THAT MUST BE STUDIED.

In Case of Fire

William P. Uhler, Jr.¹

Pick up any current newspaper and you probably will find an account of a school fire, all too often accompanied with harrowing details of injury and loss of life. In many states there are building requirements that reduce the fire hazard in the schoolhouse, but it can never be fully eliminated. Even though it were possible to build a really fireproof building, it would still be necessary to include precautionary measures in the administrative setup of the school.

Fire Extinguishers Necessary. Fire extinguishers should be provided and placed at convenient locations. They should be carefully installed and the wall attachments checked for security. An extinguisher falling from the wall might cause serious injury to a pupil.

Refilling Extinguishers. If extinguishers that require refilling are used, rules for refilling them should be established. The generally accepted custom is to refill annually. The rules should provide that refilling should be done preferably early in September just prior to the reopening of school. The rules should specifically prohibit taking extinguishers away from school while the school is in session. To leave the building without protection even for a few hours is bad practice.

Special Treatment for Special Departments. The domestic-science room requires special treatment. There should be several extinguishers in the room and they should be of the type small enough for pupils to handle. There should also be a large wool blanket so packed as to be instantly available in case a pupil's clothing should become ignited. A bottle of caron oil or other first-aid treatment for burns should be available.

Similar provisions should be made for extinguishers in shops and rooms in which training in beauty treatments is given. In shops where oil is used, covered metal containers should be provided for oily rags and other waste materials.

Fire Prevention Through Good Housekeeping. Fire-prevention methods include the manner in which school supplies are stored, the care of inflammable cleaning materials, and the disposition of waste. It is particularly important that oiled rags, paints, oil, and inflammable waste never be stored under a stairway. In fact closets should not be constructed under stairways, for it is always possible that improper storage may create a fire hazard.

Waste should not be allowed to accumulate. Boxes, paper, and wood carelessly placed may result in a fire.

Janitors should be required to hang oiled dust cloths and paint cloths in single thickness, and to hang oiled mops so that they will air.

The Problems of Fire Drill

Simulating Actual Conditions in the Fire Drill. The fire drill continues to be one of the most obvious and necessary protections against injury from fire. In adopting rules to be followed by teachers and pupils, the usual custom is to assume that, should an emergency arise, stairways and exits will be accessible and free from obstruction. But in the case of an actual fire, these assumed conditions may not exist. It is more than possible that a stairway or exit will be blocked. In preparation for a situation of this kind, fire drills should be conducted in such a manner that teachers and pupils become accustomed to meeting the unexpected.

The first step in organizing fire drills on this basis is to include in the instructions, not only a route to be followed under usual conditions but also an alternative route.

Several drills might well be conducted in the usual manner, then an announcement made that when the next drill is called, one exit will be marked *Blocked*. A large sign is placed before the exit. Those who usually leave the building by this route are then to use the alternative route.

Thereafter at each fire drill some exit will be similarly treated.

In case of a real fire in which some exit is actually blocked, there will be less possibility of confusion.

A Duty for Every Officer. In organizing the fire drill each teacher and school officer, including the janitors, should be assigned to a fire station.

Fire Captain and Teacher. There should be a fire captain in each class, who should be appointed at the first class session. His duty is to lead the class by the appointed route. The teacher should be the last to leave the room. Before leaving she should glance down all aisles and in the cloakroom to be sure that no pupil has been left behind. In the excitement of a real fire, some child might faint and be left behind to his death.

When the teacher leaves the room, she should shut the classroom door.

If there is a crippled child in the class, provision should be made for helping him reach a place of safety. Two older boys from his own class or if necessary, even from another near-by classroom might well be appointed to help him.

The Time Element. The time element should be given careful consideration. It is possible to leave the building *too* fast. Unwise persons have been known to evaluate a fire drill on the number of seconds it took to empty the schoolhouse. This is not the sole criterion of a successful drill. Too great speed may well mean confusion and even accident. The standard should be to at-

tain the shortest time in which the building can be emptied without running or exceeding a safe, controlled speed. Pupils should not be allowed to rush down two steps at a time, merely to create a speed record. Overenthusiastic persons may have to be curbed.

Even local firemen have been known to err in respect to the question of speed. Obviously the closest kind of co-operation should exist between the fire department and the school authorities. However, the control of the fire drill should remain wholly in the hands of the school administration. This is a school responsibility and should be treated as such. Any plan for the school proposed by the fire department should be organized through the school administration and with their co-operation.

Discipline and Health Protection

Disciplinary Control. The fire drill should be conducted with military precision, and in *silence*. This is a time when the strictest control should be exerted. No fooling or horseplay should be tolerated, and the slightest tendency in that direction should be instantly curbed. Pupils should be led to realize the seriousness of the fire drill and encouraged to do all in their power to make each drill perfect. Teachers should not regard the drill as a perfunctory routine matter, but should consider each drill as though the school were actually on fire.

The Protection of Pupil Health. When the pupils leave the school building during a fire drill they should proceed to previously announced points, far enough away to make it possible for fire apparatus to operate, and for the pupils themselves to be safe. It is usually desirable for the pupils to leave the building in double lines. Formation should be retained while they await further orders.

Emptying the building of pupils may involve risks from traffic. Obviously it would be good judgment to avoid crossing or entering upon a highway, but where it is necessary that it be done the school patrol can render safety service. As traffic duty should be an adult responsibility it may be necessary to post a janitor or teacher at a danger point requiring a traffic officer. If a teacher is given this responsibility care must be taken that the teacher's own class is adequately protected.

Even as important a school function as the fire drill does not justify exposing the pupils to bad weather conditions. As no time can be taken to put on outer wraps, drills should be planned in accordance with the weather. In regions of the country where the winters are severe and where unprotected children would run a risk to health from exposure, the drills should take place during the early fall and the spring. The emphasis should be upon the early fall period that the pupils may become habituated to good practices as early in

(Concluded on page 85)

¹Associate in Health, Safety, and Physical Education, New Jersey State Department of Public Instruction.

The State vs. the Community in School Finance

H. E. Dewey, Ph.D.¹

What part of the support of public schools should be considered the duty of the state as a whole; what part should be delegated to the community?

This question is being answered by each state in its own way. Unanimous agreement would not be expected if, indeed, it would even be desirable. For three or four decades nearly all the states followed a similar practice; they left the raising of money for school support to the separate communities, organized into several types of school districts. The states assumed that if a given community wished to provide generously for schools it might do so, but if it wished to maintain merely an ordinary opportunity, this might also be done. In some cases the state agreed to authorize subventions for certain types of education. In most of the states school funds derived from the sale of school lands or other sources were distributed to schools throughout the state. In neither case, however, was the support given a major part of the cost of maintaining schools.

This policy had both good and bad results. It was a concession to the desire of the community for local self-government, one of the great strongholds of democracy. It encouraged communities to vie with each other in friendly rivalry, so that each community might take pride in a progressive school system. Perhaps in a measure it protected parents against the assumption of too much authority over the child by a somewhat remote state government. In general, the policy has been responsible for many of the more desirable innovations in education which control by a bureaucratic central agency might have prevented. In view of the political organization of many state departments of education, the minimum of state control and supervision of schools has many arguments in its favor.

On the other hand, in view of our mobile population and the fact that the children of today will not be citizens of New York or Punxsutawney, but of the nation as a whole, the state has a right and an obligation to protect the schools against narrow provincialism. Something has been accomplished along this line by the adoption of regulatory laws and minimum standards, but often these are set up too cautiously or too arbitrarily by strong special interests and pressure groups, or else they lack the sanction of law and authority. The state has less sensitivity than the community to the opposition of the discontented local taxpayer who would cripple the schools to save a few pennies. Having all the resources of the state from which to secure support for schools, the state is not hampered by local prejudices or temporarily adverse local conditions. Finally, the state alone can distribute ex-

penditures in such a way as to make the optimum of educational equipment available to all the children of the state, rich or poor, wherever they may live.

Vast Changes Made

Whatever the arguments pro and con, the facts indicate a complete reversal of state educational policies during the past fifteen years. Almost half of the states have made radical changes in their methods of financing schools within the present decade, and the tendency to modify long-accepted policies is continuing into 1939. To a large extent the scrutiny of school financing brought about by the severe depression contributed to the movement, especially the breakdown of the property tax, which was so widespread that hardly a community escaped. Three fourths of the states now have financial arrangements for equalization of educational opportunities, and in most of the rest some steps have been taken toward this end.

Out of the changes now taking place it should be possible for each state to revise its entire program in such a way as not only to assist communities where wealth available for taxation is lacking, but to measurably equalize the tax burden as it falls upon every individual citizen. There is some danger that in the eagerness to raise general educational standards the last point (which is important) may be forgotten.

Table I shows the states which were in 1935-36 paying 40 per cent or more of the cost of school maintenance from general revenues or from special forms of state-wide taxation. With the exception of New England, every major section of the United States is represented in this group, showing that the movement is national, not sectional. It is also worthy of notice that seven, or nearly half of these sixteen states are located in what is known as the "Deep South." The southeastern states are beginning to attract industries and have recently become aware of the fact that, if they are to make use of northern capital and northern labor, they must provide more modern educational facilities. The great variations in the wealth of southern communities will become more obvious under an industrial economy than they were under an agricultural economy, and there is the additional factor that rural property values are generally low, hence property taxes for local support of schools are not productive. It is also clear from this table that in most of these states important changes have been made within the past ten years.

Table II contains a list of sixteen states, again exactly one third of the total membership of the Union. These are the states which are paying from 20 to 40 per cent of the cost of school support from state sources of revenue.

TABLE I. States Which Were in 1935-36 Paying Approximately 40 Per Cent or More of the Cost of School Support from General Revenues or Special State-Wide Taxation*

State	1929-1930	1933-1934	1935-1936
	Per Cent	Per Cent	Per Cent
Alabama	39.7	34.0	46.5
Arizona	19.2	29.5	73.0
California	25.5	48.7	47.5
Delaware	87.3	92.5	89.7
Florida	21.8	29.1	48.9
Georgia	34.5	29.4	39.6
Louisiana	26.2	33.7	46.7
Michigan	18.1	23.5	41.7
Mississippi	32.3	37.9	40.7
New Mexico	21.2	16.9	60.4
North Carolina	19.5 ¹	61.5	85.1
South Carolina	24.1	27.7	48.0
Texas	38.9	51.5	54.8
Utah	33.3	39.2	42.1
Washington	28.6	37.0	47.7
West Virginia	7.9	49.1	50.2

¹Estimated.

*Data from United States Office of Education.

TABLE II. States Which Were in 1935-36 Paying Approximately 20 to 40 Per Cent of the Cost of School Support from General Revenues or Special State-Wide Taxation*

State	1929-1930	1933-1934	1935-1936
	Per Cent	Per Cent	Per Cent
Arkansas	32.3	20.0	36.7
Indiana	5.2	5.2	27.0
Kentucky	25.2	24.2	38.2
Maine	28.1	32.6	29.0
Maryland	17.3	24.3	23.4
Minnesota	20.3	26.4	32.7
Missouri	10.1	7.9	22.6
Nevada	18.0	19.3	21.2
New York	27.4	28.3	36.9
North Dakota	10.9	10.5	26.0
Ohio	3.7	15.3	36.7
Oklahoma	10.1	29.4	32.6
Pennsylvania	13.5	20.3	21.1
Tennessee	23.7	42.5	21.1
Virginia	26.9	26.7	30.1
Wyoming	26.8 ¹	24.5	26.7

¹A considerable portion of this comes from the Federal Government as royalty on the production of oil within the state on land belonging to the United States Government.

*Data from United States Office of Education.

Maine is the lone representative of the New England section, but every part of the Nation is represented as in the previous table. If it is safe to generalize about this varied list of states, one might say that they have taken the preliminary step away from the historical policy of strictly community support, though in many instances this step was taken before the beginning of the current decade.

Table III lists the remaining states, with the per cent of state support of schools given in each case. All the New England States except Maine are included in this group, but Vermont almost belongs in Table II. However, these are the states which in the main adhere to the traditional policy of requiring the community to provide for its own schools, whatever may be the reasons.

Finance Policies and Economic Condition of States

Explaining the trend neither excuses nor justifies it. It may continue or it may sub-

¹Emporia, Kans.

side, as the experience of the several states may determine. According to one authority,² "the burden of paying for a given educational program is distributed equitably, only in those states which carry the entire burden or in those whose apportionment provisions affect equal tax rates for all local school districts for the support of such programs." The first policy suggested might be best for some states and not best for others. As for the second, the statement would hold if the equal tax rates were based upon equitable valuations of real and personal property. Such a situation would be rare in any state, but it might be approached with some degree of certainty by an alert state tax commission in all the states listed in Table III. To the extent to which this condition could be reached, there would be no good reason for assuming that the states in Table I are capable of maintaining better school systems than the states in Table III.

TABLE III. States Which Were in 1935-36 Paying Less Than 20 Per Cent of the Cost of School Support from General Revenues or Special State-Wide Taxation*

State	1929-1930 Per Cent	1933-1934 Per Cent	1935-1936 Per Cent
Colorado	3.1	3.3	3.3
Connecticut	7.9	9.2	8.9
Idaho	7.5	8.6	12.3
Illinois	4.4	6.8	9.2
Iowa	3.9	1.9	1.6
Kansas	1.4	2.0	2.2
Massachusetts	9.2	11.8	10.8
Montana	13.7	9.5	9.9
Nebraska	4.7	5.5	6.8
New Hampshire	8.7	9.1	7.5
New Jersey	21.1 ¹	2.6	2.5
Oregon	2.1	1.8	1.9
Rhode Island	8.4	6.0	5.9
South Dakota	9.9	9.1	11.0
Vermont	12.0	15.7	18.3
Wisconsin	16.7	19.8	16.7

¹Includes a considerable amount of money allocated back to the counties on exactly the same basis as it was received.

*Data from United States Office of Education.

In other words, present trends to the contrary notwithstanding, Iowa might gain little or nothing by adopting a policy which seems to have been successful in Delaware. Iowa has 10 times the population of Delaware, but it has 28 times the land area of the eastern state, which means that its population is widely scattered, with abundant property resources per capita. Both are primarily agricultural states, but the manufactures of Delaware are widely distributed, while those of Iowa are closely related to the main interest of agriculture. These facts point to the conclusion that the tax problem in the two states is quite different. More than 90 per cent of the lands of Iowa are occupied by farms, so that real property is still the chief source of wealth outside of the large towns and cities. On the contrary, the land area of Delaware is limited, and agricultural interests are supplemented by fisheries, world trade, and manufactures of international importance. Delaware maintains home offices for many large corporations, and is able to collect four fifths of

the money required for school support from corporation franchise taxes, a source of revenue that would be relatively unprofitable in Iowa.

Connecticut, New Jersey, New Hampshire, and possibly Massachusetts might learn from the example of Delaware, but there are other factors to be considered in each of these states. If, for example, any one or all of these states should decide to further increase the use of nonproperty taxation for the support of state enterprises, there are plenty of other enterprises demanding expansion at public expense. It might be advantageous in some states to devote the revenue from state income and sales taxes to highway construction, state police protection, social welfare, and state institutions, thereby releasing a larger proportion of the property taxes for local government and school support. This would be a recognition of the value of community control of schools under helpful state supervision, and at the same time a recognition of the fact that by its very nature the property tax is a tax which can well be levied by local authorities.

City versus State

There are a number of rural states whose economies are similar to that of Iowa. It is extremely doubtful whether such states should upset traditional tax policies by attempting to meet the expenses of public education from state-wide taxes from which little revenue could be obtained. Kansas, for example, under present conditions is probably providing best for the public schools when it sets aside a modest equalization fund and continues to depend upon the property tax for most of its revenue for schools. The allocation of large portions of the proceeds of state-wide taxes for equalization purposes can hardly be justified when it goes so far as to cripple city schools in order to build up rural schools, a situation which is now creating consternation in Missouri. This is not because the rural and small-town schools are unimportant, but because such a plan may go so far as to be unjust to the city taxpayer. He could be convinced that the schools of the state are all equally important to the welfare of the state as a whole, but he would rightly object to a plan which penalizes his children because he happens to live in a city. It should always be remembered that per-pupil expenditures do not furnish a safe criterion for the measurement of the true quality of all the school systems within a state.

Ohio and Michigan are two of a number of states which are neither predominantly agricultural nor industrial. Ohio is four times as densely populated as is the United States as a whole, and has many important cities and industrial and mineral resources. Yet it has also some of the best of farming lands, with nearly a quarter of a million separate farms. Michigan is not so gifted agriculturally, but has built up large manufacturing interests since 1900 and has become the seventh state in popula-

tion through a very rapid growth. Its population is more concentrated and less evenly dispersed than is that of Ohio. Both Ohio and Michigan are in a position to benefit from nonproperty taxation.

Michigan's reaction toward state support of schools and against heavy property taxes went a little further than did that of Ohio, partly because Michigan's tax delinquency was very high. In both states, however, the policy since 1933 has tended strongly in the direction of state support, and represents, whether consciously or unconsciously, a middle position between such states as Delaware and Iowa. The analogy cannot be pushed too far, because, although Indiana and Minnesota have made some progress in a similar direction, Illinois and Wisconsin have changed but little. The last two states have adopted other forms of taxation than the general property tax, but have not applied the proceeds extensively to school support.

It would be impossible in a single article to more than suggest the probable meaning of recent trends in tax policies. Unfortunately many of the changes have been made without any careful study of the economy of the various states, but in response to pressure from strongly entrenched special interests, or in mere imitation of what other states have done.

Scientific Studies Needed

Each state has its own peculiar economy and also has facilities for studying the situation and determining which type of taxation is best suited to this economy. A really exhaustive scientific study in each state is much to be preferred to a blind imitation of one state by another. At present the methods by which taxes are added to the heavy load found in every state is a sad reflection on what we fondly call democracy in government. Political-pressure groups, including teachers' associations, fight for the tax they want to collect from the other fellow, and against the tax which in any way affects their sacred pocketbooks. The result is a patchwork tax system unsatisfactory from any point of view, and in most cases so complex that few can hope to understand it.

Teachers and administrators cannot avoid assuming responsibility for some of this financial chaos. The usual policy of state teachers' groups is to confine their attention to what they can get for the schools rather than to what they can do for the state. The problem is one of public finance, a field of study which teachers are more capable of understanding than are most other groups.

More federal assistance in financing schools may come within the near future, but it should not come until each state takes advantage of the opportunity to simplify and co-ordinate its own tax policy in the light of the needs of all its departments, including education. The important matter is not the present trend, but the future trend. Shall it be determined by intelligence and foresight, or by merely drifting with the current?

²Timon Covert, *Bulletin 1936, No. 4*, United States Office of Education.

Teachers Appreciate Nontechnical Supervision

D. F. R. Rice¹

So much has been written and said about supervision—so many articles, so many books, and so many lectures on supervision, that one must have “nerve” to add to the discussions. So long, however, as the supervision of instruction is generally unsatisfactory to teachers, these discussions will continue. Deep down in the recesses of their hearts, most teachers would be glad if they never saw another supervisor. Some wit who has dared to speak out has said, “Those who can, teach; those who can’t, supervise.”

It is bad that this state of affairs exists, for no one is more valuable to a school than a good supervisor. Wherever a “good” supervisor works, I doubt if many teachers do not welcome and appreciate her. Many factors contribute to the lack of appreciation by teachers of supervision and supervisors, and it is not my purpose to discuss these, but to present a point of view that may be helpful to those working in the field of supervision.

I have just finished reading a voluminous book on supervision. Many times teaching is referred to in this book as the *science* of teaching, but nowhere do I find it referred to as an art. Throughout, one is impressed by the author’s point of view, that supervision is a science. I wonder if this attempt to make teaching and supervision a science is not one of the reasons for the failure of supervision to function as it should.

Science, to many at least, has become a fetish in education. It has affected every phase of education, which, as a tool and ally of education, is desirable; but like the camel in the old fable it has taken possession of the workshop of education, and he who does not like it can get out. We now have scientific rating schemes for teacher evaluation, scientific measurement of teaching efficiency, scientific spelling lists, scientific arithmetic, scientific curriculum making. Even history and geography have become social sciences; nature study has become elementary science, and reading has its scientific aspects—scientific reading lists and scientific vocabularies all scientifically prepared and controlled. In short, there is an attempt to cast everything in education into a scientific formula. Can it be done?

Teaching as an Art

Is teaching an art or a science? As an aid to education, science has a distinct and valuable place, but to think of the science of education as we think of the science of chemistry is certain to give us an incomplete conception of education. Science is but a tool, while an art indicates a body of skills and knowledge which, in

possession of the user, are applied in an individualistic manner to some portion of life in such way as to defy exact description. A teacher cannot be made, completely, by scientific means any more than a painter can be trained by all the science that may be built around the subject of painting. Science may help the painter, but the thing that makes the great painter defies the scientist; neither can that which makes an artist teacher be put into a scientific mold.

Cannot some of the trouble, then, be ascribed to the attempt to make supervision too scientific? To illustrate this point, let us note the effects on the teachers after a test or survey of the achievements of pupils has been made. After the results are published, and in spite of any explanation to the contrary, there is a well-defined tendency to take the results as they appear in scores as indicating the relative efficiency of the teachers. Any sane person knows, however, that such a conclusion may be far from the truth.

I could cite instance after instance to prove this point. Only one will suffice: After a battery of achievement tests had been given to the pupils of a hundred teachers, it was found that one of the poorest teachers had a high score and one of the best teachers had a low score. The teacher with a low score was almost heart-broken, and the one with a high score was highly self-satisfied. The high-score teacher was a drillmaster of the Prussian type. There was not a sign of joy in her schoolroom, not any eagerness for learning. The pupils accepted their tasks and performed them because that was the way to get along with the teacher. The pupils cared nought for the teacher, their school, or for learning. When the year was over, they were joyous and ready to put a bad year behind them, but happy at the prospects for next year, for they were to have a teacher whom everybody loved. The teacher with a low score had a group of children who came from homes of limited circumstances. To them the school, as made by this teacher, was a joyous place. The children were happy and eager to learn, but their background and abilities were not up to those of more fortunate children. The love and patience which the teacher displayed was an inspiration. Each child to her was a personality, a human being, and it was important that they be developed as such. To measure her work by a test score would be absurd.

Human Personalities and Values

The argument here, then, is not against science in education but against a science of education. Too many important factors involved in the process of education do not permit of objective study, and for that reason cannot be scientifically described,

despite the fact that many have contended that we can explain scientifically why we behave like human beings. For example, why did a certain father decide to send his daughter to college though his son, now ready for college, had helped to earn the money that was to send the girl to college, and at the same time the mother had grown old before her time trying to get along without those conveniences of housekeeping that would have saved her strength and energy? Why not send the son, or provide a modern kitchen and laundry for the mother?

The question cannot be answered scientifically. An explanation takes us into a nonscientific field, into the domain of relative values as humans determine action in the light of duty, responsibility, desires, emotions, selfishness and unselfishness, love and protection, and other human ideals and values. In the final analysis, it is one’s conception of life that determines his attitude and behavior under the most important circumstances of life. In other words, one’s philosophy of life becomes the important consideration in any educational scheme.

The most hopeful sign in education today is the increased tendency to see the individual as he finally becomes—a personality with attitudes and interests, likes and dislikes, emotions and inhibitions, selfishness and unselfishness, egoism and altruism, and all the characteristics that enter into the making of a social being. Psychology, psychiatry, mental hygiene, and other sciences can contribute much to the knowledge of how to develop these traits, but they cannot tell us which traits are desirable and which are undesirable. Of course, the ideas of human dignity and of a desirable social being are nothing new in education, but the necessity for thoroughly socialized individuals has never been so fully realized as now. Science has now placed so much knowledge into the hands of the teacher that there are reasons for this hopefulness.

Teachers cannot be expected to give attention to the development of desirable personal traits, if those who deal with teachers fail to show lack of respect and consideration for their personality. The supervisor, then, who knows how to deal with teachers in a way to develop the best that is in them, will surely be successful in her work.

One Supervisor’s Experience

Once, I had occasion to select a new supervisor to fill a position that was distinctly unpopular with the teachers. They had been dominated so long and inspected so often that they were distinctly antagonistic to all supervisors. The new supervisor was chosen because her main objective was to be helpful to teachers and to

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treat each teacher as a distinct personality. She entered upon her job in a very natural manner. No lengthy bulletins and directions to teachers were sent out, and no teachers' meetings were held to impress the members of the staff with new scientific findings in education. Instead, she began to get acquainted with the teachers, to show interest in their work, and to help them whenever they desired it. She praised much and censored none. It was not long until teachers were dropping into her office to talk over their problems with her, or to ask her to visit them. Sometimes, at their request, she taught for them but never without preparation. Being a fine teacher, her demonstrations won approval and confidence.

After winning the confidence of the teachers as well as their respect, she then proposed that she leave an informal note with each teacher after the visitation. This was to be tried out and discontinued where the teachers did not like it. At the end of the stated period of trial, practically every teacher asked for its continuance.

At the end of four years this supervisor had as fine a body of professional teachers as I have ever known. They were wide awake professionally, interested and happy in their work. There was no complaint about the reading and study proposed, and neither was there grouching because of the staff meetings they attended, because each meeting had a definite value which the teachers recognized. If the group meeting did not exceed twenty, tea was served to help make the occasion informal and to give a personal and social atmosphere.

This informal note writing after each visitation proved so effective (I doubted its value at the beginning), that I afterward used it in my own supervision with satisfactory results. I wish I had some samples of her notes to use, but not having them, I must use my own to show what is meant by nontechnical supervision.

An Example of Nontechnical Supervision

The following are actual notes written to teachers and are given as examples of what might be called informal and nontechnical supervision. The first note is to a very fine teacher who had told me that she had allowed herself to get into a rut and that she wanted help in getting out. Considering her personality, it seemed to me that this type of note would be helpful.

Dear Miss E:

It is hard to break away from the traditional type of teaching and still continue to do excellent teaching, yet you are doing this in a very successful manner. Following tradition is sure to keep one in a rut, but in progressive teaching one continues to grow or ceases to be progressive. I hope you continue to evaluate and question, as you do now, everything you do, and then change your plans in the light of your new knowledge.

The thing that I am trying to evaluate right now is the map to which you called my attention. Is it an effective way to teach art? Does it bring understanding and application of art principles? If so, how? How much does it aid

history? Is it worth the effort? Is it a help to geography?

Your group is a busy and happy one. Your checking of the pupils' work is no doubt necessary, but I am hoping that such work will not consume too much of your energy.

This note resulted in a very happy conference with the teacher in which the whole question of pictorial maps and the meaning of applied art were studied. The teacher in the end, not only taught the supervisor something, but she contributed her study to the rest of the faculty. The whole procedure was carried out on a friendly, helpful, and co-operative basis. The teacher was interested because it concerned her own problems, and her interests were broadened because she found that she could contribute to the work of others. She came to feel that she was a part of a co-operative group working toward a common end.

The next note is to a young teacher who developed into one of the best beginning teachers I ever knew. In fact, at the end of three years he had a very attractive offer from another school system which offered greater opportunities. The visit was made upon his request, that he needed help.

Dear Mr. R:

Do you find the arrangement of your seats practical? Is it comfortable for children to sit sideways in their seats? A hollow square arrangement has the advantage of permitting each pupil's face to be seen by all members of the class, while at the same time the speaker is conscious of speaking to the whole class. Perhaps no one arrangement is best. The purpose to be served determines the arrangement.

The textbook uses a good title for this unit of study, "Why did the Europeans wait five hundred years to rediscover America?" In this title are to be found the major understandings to be gained in a study of this unit.

The children are conscious of this purpose, but I could not discover what the method of attack was to be. Are they grasping the significance of the material in the text in relation to the main question? Did you start by setting up the study in such way that the pupils would have some idea of the kind of material needed in the solu-

tion of the problem? The discussion did not seem to indicate this. The pupils have read the text much as they do any reading; namely, to get facts to give back to the teacher in answer to specific questions to be answered by facts.

The attitude and spirit of the group is fine.

Where Work Drags

This note resulted in a conference and the working out of a plan or method for presenting and developing a unit in history. It was not a plan that the supervisor handed over ready made to the teacher, but one which the teacher had the main part in making. Its success gave him confidence, but he did not stop his growth at this point. He used his initiative and came in for conferences without waiting for a visit from the supervisor. He began to study the wider aspects of method and its relation to the whole of education. Alive and wide awake, he sought help and gave help wherever requested.

The following note is written to a teacher of many years of experience. She is very conscientious, very sensitive, and had a genuine interest in children. She was a superior teacher but the work dragged at times.

Dear Miss A:

Though you are trying to get from the geography of facts to the geography of the relation of facts, the children do not yet think in terms of the interpretation or meaning of facts. This may be due to the geography textbook.

I believe the pupils would have organized better the subject matter of the lesson on rice if it had been stated as, "How important is rice-growing in the United States as compared with other grain-growing?" Or, "In what way does rice-growing differ from wheat-growing?"

Some of your questions were fine but they were not adequately answered. Such a question as, "If you were a rice-farmer would you grow more rice?" was a particularly good question.

This note also resulted in an interview and an opportunity to give the teacher more confidence in herself. In the first interview she confessed that she knew she was too sensitive. Whereupon it was pointed out to her that she had no real reason for being sensitive because sensitivity was usually a cloak to hide incompetence, but that she had qualities of competence which placed her among the best teachers. Year by year she developed and became one of the finest demonstration teachers I ever knew, and one who welcomed criticism without any resentment at all. I think she was always glad to have a visit from the supervisor. At least, she frequently requested visits.

The following note is to a young second-grade teacher who was always anxious for any help she could get. She had a fine attitude, was not sensitive, and liked direct statements. This kind of note would offend some teachers.

Dear Miss C:

These children are in need of clues by which to recognize words. They have a decided tendency to read from memory and to guess from context. One girl called *jump*, *climb*, and *swing*, hanging, which is clearly guessing from context. Others did the same thing. Guessing is all right if followed by checking on the part of the child.

Perhaps you will have to work out the phonics



An Unwelcome Kibitzer
— Milwaukee Sentinel

of the words you have taught. If the Gates manual does not give help here, I suggest the use of the Elson phonics scheme.

Your children are interested, happy, and well behaved. You are getting along nicely.

Within five years this teacher ranked among the best. She was always helpful and co-operative, and came to exercise wise leadership. She had a sane and healthy attitude toward life. Everyone who knew her loved her. Many pages could be written describing how she grew in knowledge, skill, and usefulness.

For the Sensitive Teacher

Let us pass next to a teacher whose keen intelligence and interest in her work made one expect much of her possibilities for growth, but she was so sensitive that a strong inferiority complex threatened to wreck her health. This was discovered after the first visit to her room. Notes to her needed to be couched in a different manner. Here is an example.

Dear Miss H:

Good! You did what many teachers neglect to do; you introduced the day's work in a clear, attractive, and definite way. The pupils had a definite purpose in mind and got ready to carry it out without waste of time.

Your seating arrangement and the position of the class leader, seated in a central position, produced a natural situation, a sort of home-like atmosphere.

The participation of the pupils in discussion and attention was excellent.

There is drama in history. It adds interest to bring this out, as was done concerning the conflict between Hamilton and Jefferson.

After each visitation this teacher always came in for a conference. She was soon convinced of the supervisor's high regard for her work. After this conviction, she confessed how she worried about her work and about what might be thought of her. From this point on, it was easy to help her. Within a year she became almost a new personality. Freed from worry and with a healthy confidence in herself, she was able to do even better work than she had done before. I shall never forget this teacher and neither will her pupils. No matter what children were assigned to her room, with almost certainty, one could count on them becoming happy and interested in their work. In her room I never saw a disciplinary measure used, yet her discipline was as near perfect as it would be with a mixed group of children.

I trust these examples are enough to show what is meant by an informal, non-technical type of supervision. All will agree that the main purpose of supervision is the improvement of instruction, and if this purpose be not accomplished, it becomes merely an added ornament and, consequently, a loss. This plan of supervision does help to improve instruction because it makes it a point to start with each teacher and *her* problems, and not with problems proposed by the supervisor. Once a teacher realizes that the supervisor is her friend and helper, there is no difficulty in helping to direct her work in such a way as to make for the necessary unity in the school system. The teacher's own

personality and sense of importance are developed, with a consequent advantage to the whole school. Teachers of this type are willing and capable of contributing to the general welfare of the school.

More than Science Needed

When I followed the god of the science of education, I too, thought that everything could be evaluated in scientific terms. Accordingly, rating schemes were used which expressed relative efficiency of teachers in quantitative terms. But after a time, as I continued to visit and know teachers, I discovered that these figures did not tell the truth. Some unknown factor would come to light and ruin the whole scheme. The qualities which make up a good teacher cannot, in my opinion, be given relative values. For example, a teacher with a poor attitude, is not worth keeping in a school system, even though her rating on a rating scale might be relatively high. She is just the kind of apple that will spoil all the good apples. Other factors can be mentioned, like a poor disposition or a bad temper, any of which

cannot be a part of the make-up of a good teacher.

I accepted without reservation the scientific evaluation of the teaching process. I went into the schoolroom armed with a complete outline of all the points of a good recitation, or what constituted a well-rounded and well-organized plan of instruction. After checking all points that could be checked intelligently, I still was in the dark so far as a final estimate was concerned, for there were many items that could not be checked. To make matters still worse, the teacher could not understand why some items were not checked and why some were. The inadequacy of this attempted measurement of instruction, in time, became apparent, and then came the question what to do next.

Thanks to the help of a sane, human, and intelligent supervisor, I turned to the plan here described and illustrated. It may not work for others, but it has for me. At least, by this means I have been able to give some help, to win the confidence of teachers, and to destroy that unnatural relationship of the judge and the judged.

Family-Type Home Rooms for the Six-Year High School

Walter A. Jantz, M.A.¹

The six-year high school is quickly assuming its place as an improved type of organization for the small- or medium-sized community. The six-year high school is similar to the junior high school in that it tries to make provision for the younger students and to eliminate sharp divisions between the elementary school and the high school. The six-year high school provides opportunity for efficient organization in the average-sized school system that does not have enough teachers or pupils to organize a junior high school entirely separate from the senior high school. The purpose of the six-year high school is twofold:

1. Orientation of the student in high-school subject matter.
2. Social orientation, or helping the student find himself in the new life that starts with high school.

Necessity of Social Orientation

This paper will concern itself only with social orientation of the pupil in the six-year high school. It is true, of course, that subject-matter orientation will link itself with this to a certain degree. However, it is obvious that the sharp break between the elementary and the high school is not due so much to the difference in subject matter as to the difference in organization between the two types of schools. The young pupil entering any kind of high school—whether it be two, three, four, five, or six year—finds great changes from what he has been used to over a period of years.

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He has more than one teacher, he goes to more than one room. Supervision of his studying may not be quite as strict, but he is expected to be in a certain place at a certain time without being marched there by a teacher. He must follow his schedule and be at the right place at the correct time. All of these changes from his former habits of school life bring confusion to the younger high-school pupil. Simply making him enter at the beginning of the seventh grade instead of the ninth does very little to solve the difficulty. There must be a means and a program for assimilation and orientation.

Orientation Through Family-Type Home Rooms

One of the effective ways of guiding the young student into and through high school is by means of the family-type home room. The plan is not new. It is in use in a number of high schools throughout the country and is mentioned in recent professional literature. As described here, however, the plan is that developed in Grafton High School, Grafton, Ohio, where it was introduced in 1936 and has proven popular and successful.

The family-type home room is based on the principle underlying the organization of the average family. A typical family in ordinary life consists of the father, the mother, and several children of various ages. Through thousands of years the family has been the most efficient educational organization and has been one of the leading factors in the upward climb in

the civilization of man. The efficiency of the family is due entirely to its fundamental organization.

Control, supervision, authority, and responsibility lie entirely with the heads of the family. However, a large part of the effectiveness of the family as it grows, is due to the fact that the older children assume some of the family duties and the younger children learn by imitation and from the examples and teachings of the older brothers and sisters.

The organization of the family-type home room resembles this. Ultimate control and direction is vested in the head of the room—the teacher. The membership consists of pupils selected according to varying ages and grade levels so that the beginning and younger students may orientate themselves and find their way in the community life of the high school. The family-type home room will consist of some seventh graders, some eighth graders, and some from each of the other classes with the exception of the seniors.

Seniors are omitted from the regular organization and are scheduled together in their own home rooms for several reasons among which are: (1) the sentiment attached to the last year in high school; (2) special privilege; (3) the large amount of class business which must be transacted before graduation.

The primary motive in the family-type home room is the guidance, help, example, and leadership which are possible. This type of organization provides an excellent means for building and keeping wholesome traditions. It also makes possible quick and efficient organization of the school at the beginning of the year.

Organizing the School for Family Home Rooms

In order to organize the modern high school into home rooms that will take care of situations which arise in the transition period between the elementary school and the high school, it is necessary to place approximately the same number of students of each grade level in each home room. Therefore, the important work in this program comes before the opening of school in the fall and during the registration period.

Before school starts, lists of the classes are taken and divided into as many groups as are planned for home rooms. If there are ten home rooms, then the juniors are divided into ten groups, sophomores into ten, freshmen into ten, eighth graders into ten, and seventh graders into ten. This division can be made alphabetically or in other ways. Caution should be observed, however, that not too many of any one kind of students are assigned to a particular home room. In other words, all of the rooms should be equalized as much as possible in regard to student traits, such as behavior, scholarship, activities, etc.

The various grades should not be divided into homogeneous groups. That is, all the "A" students of a grade should not be scheduled for one home room. Nor should

this be the case with any other trait, such as social mindedness, behavior, activities, or others. The foundation principle of the family-type home room is heterogeneity rather than homogeneity. Social learning through the help of older students and through positive and also negative example has much greater possibilities in a mixed, heterogeneous group than could ever be possible in a group selected for the similarity of its individuals' traits. Usually alphabetical division as suggested automatically will secure the desired result. The completed lists should be examined, however, to make certain that this has occurred.

After this has been completed the regular registration procedure of the school will take care of many of the remaining details. A definite procedure for organizing the home rooms should be followed by the home-room teachers. It has been found advisable to elect a president, a vice-president, and a secretary. The president may be a junior, the vice-president a sophomore, and the secretary a freshman. The officers should assist in various ways. The home-room secretary can keep the attendance and other records for the room; the president may be called upon to confer with the home-room teachers and other home-room presidents, in regard to matters which affect the home rooms in general, and he will preside at meetings. Committee chairmen and members will be appointed as the home-room program develops, thus giving opportunity for leadership to a large number of students.

Home-Room Activities

At the beginning of the term a necessary project for each home-room group to sponsor is helping the seventh graders find themselves in the organization of the school. This will consist of individual help by assigned students of the higher grades for such things as location of rooms, following the daily and weekly schedule, becoming acquainted with teachers, helping to select activities, finding of books and supplies, use of the library, and numerous other items. A project such as this will immediately be beneficial in that much of the hardship usually encountered by beginning high-school students will be eliminated.

After the school year has started, various other activities will suggest themselves in which the seventh and eighth graders will learn to adapt themselves to the new situation by the examples of the older students. This may be done in activities such as pep meetings, school campaigns, specialty programs, assembly programs, and other events.

Another activity which is of inestimable

DEMOCRACY

Democracy cannot yet say even approximately that to every human being there has been allotted some small but precious part in the reconstruction of the society of which he is a part, but ideally it is headed in that direction, however slow the advance may be.—Charles E. Merriam.

benefit to the home-room members is the democratic administration of the special home-room period of five to fifteen minutes each day. Where it is possible to schedule a period such as this, numerous activities and discussions will propose themselves to the teachers and to the home-room members.

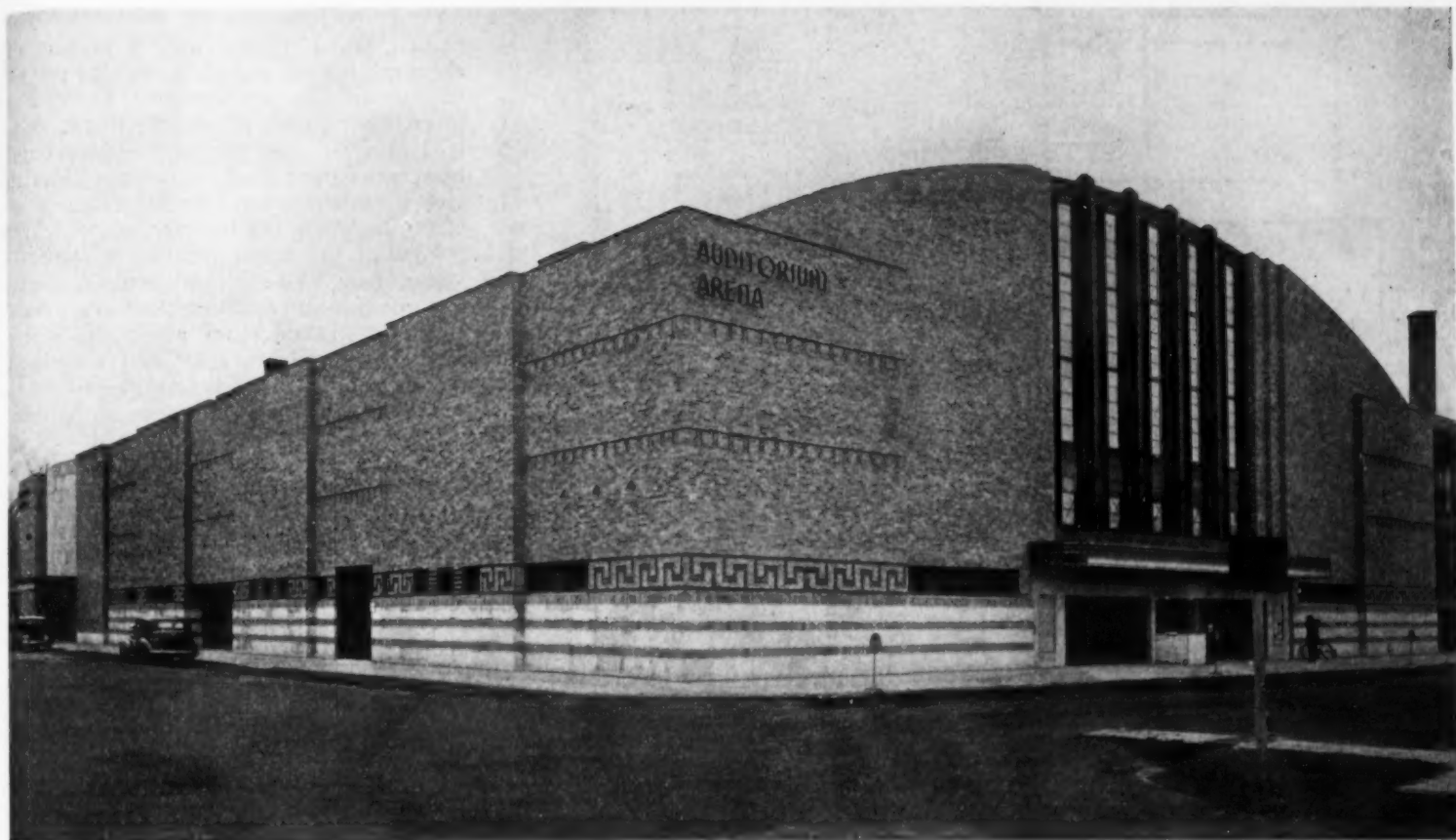
A few typical examples of these activities are listed below:

1. To study ways of raising scholarship.
2. To keep the room neat and the procedure of the home room orderly.
3. To study and practice thrift.
4. To review the opportunities of the high school.
5. To give practice in parliamentary procedure.
6. To help home-room members who are absent and ill.
7. To devise ways and means of "boosting" the school.
8. To make opportunities for the enjoyment of cultural subjects, such as music, art, etc.
9. To study problems of politeness, manners, and conduct.
10. To study means of improving attendance and punctuality.
11. To provide for the observance of special days, such as Washington's Birthday.
12. To hold home-room parties.
13. To make provisions for the entertainment and directing of guests coming to the school.
14. To provide the foundation and fundamental organization for the democratic and representative organization of the student body.
15. To provide for announcements, distribution of school papers, etc.
16. To give opportunities for individual guidance by the home-room teachers and older students.
17. To give opportunities for registration and other organizational activities.
18. To provide opportunities for the discussion and study of subjects which are not handled in regular classes.

Results of Family-Type Organization

As mentioned, seniors may be scheduled for separate home rooms for the purpose of taking care of the many details of class business as well as other matters which arise during the senior year in preparation for graduation. This does not place a handicap in the way of the regular family-type home rooms, but rather cloaks the seniors with a certain amount of dignity beneficial to the organization of the school.

When a school is organized on the family-type home-room plan the value of this organization becomes apparent immediately. At the beginning of the year order results very readily and quickly. Help is the key word of the older students, while co-operation and understanding are soon developed in the younger students. The family-type home room is a device which eliminates much of the tragedy and hardship that in the past have attended this great change in the school lives of pupils who are just reaching adolescence. A helping hand is held out to the young student, and great opportunity for leadership given to the more advanced boys and girls. A healthy school situation is created through the orientation and quick assimilation of beginners, and through active participation in the work and activity of the school by the more advanced. A congenial, pleasant, and mutually profitable situation is developed which is liked by both student and teachers.



The School-Municipal Auditorium at Aberdeen, South Dakota, is an impressive building in modernistic design. It occupies a corner of the plot between the Vocational High School and the Central High School and serves these schools for assembly and physical education activities.

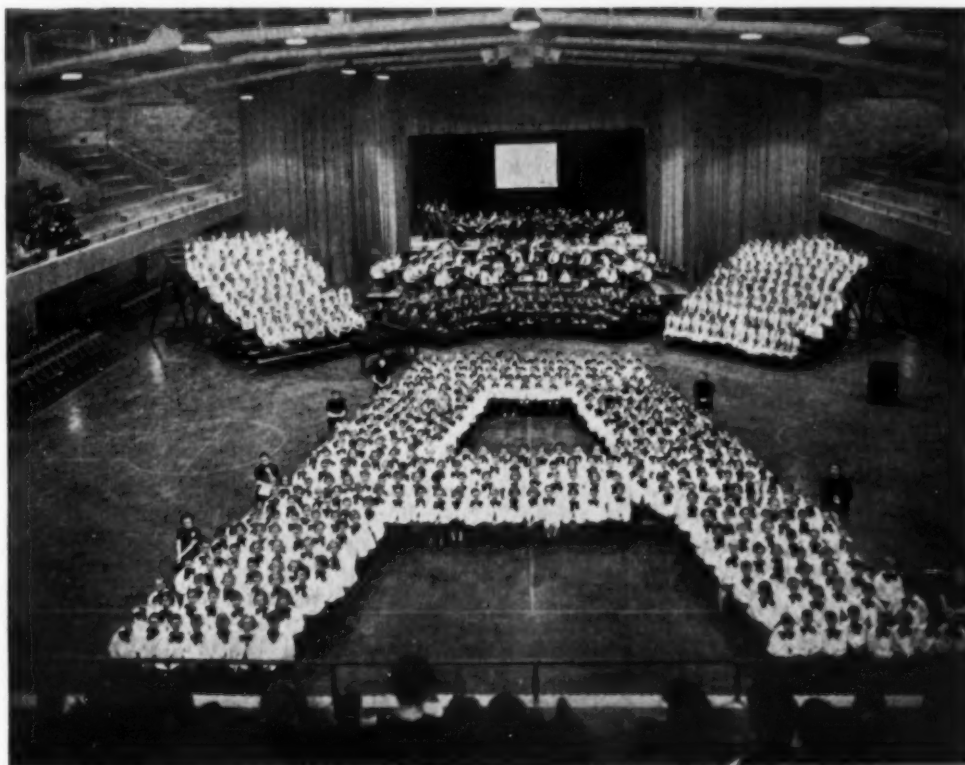
An Auditorium to Serve Schools and City

Charles J. Dalthorp¹

Aberdeen, S. Dak., had been in need of a municipal auditorium since 1920 when its citizenry voted bonds in the amount of a half million dollars to erect a public gathering place to care for maximum crowds of 6,000 people. The desires of the citizens never materialized in the completion of the structure because of the money panic in 1921 which made it impossible to sell municipal bonds at satisfactory interest rates.

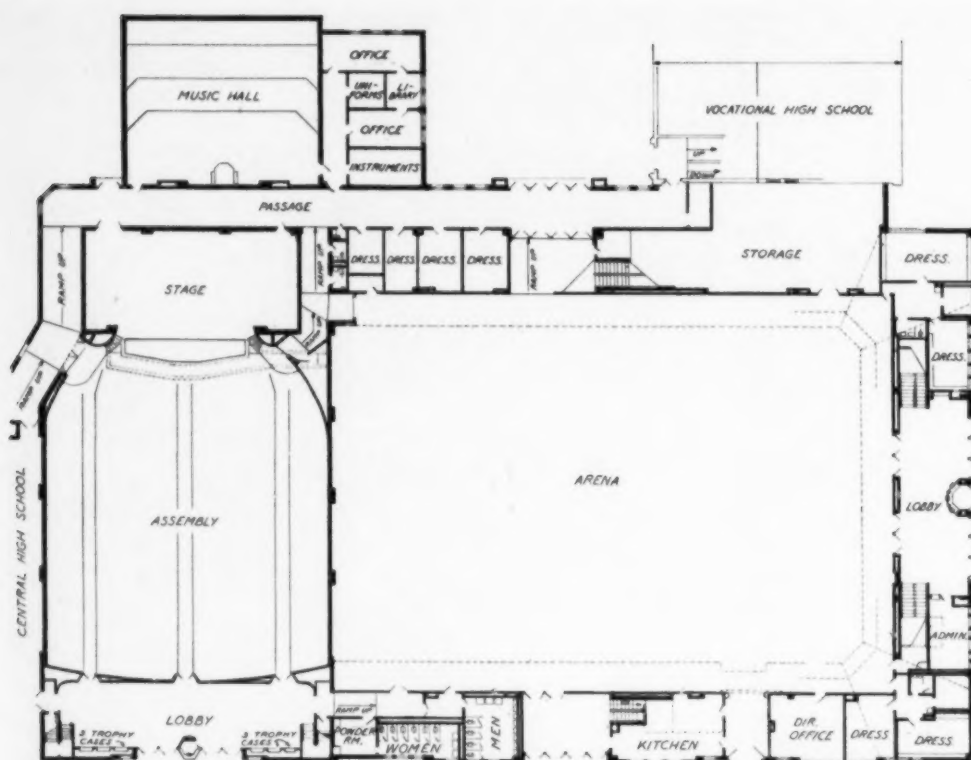
At that time, the senior high school of the public-school system had an enrollment of slightly over 400, with auditorium facilities provided by a combination study hall, assembly, and auditorium that seated 550 students. Slow but unsensational gains had increased this enrollment to 500 by 1926.

In the meantime, on several occasions volunteer groups of citizens had unsuccessfully attempted to revive the municipal-auditorium project which had gone by default in 1921. By 1929 the high-school enrollment had started to skyrocket to a point where over 700 pupils were enrolled in this unit. At this time two controversial auditorium issues confronted the public: (1) a high-school auditorium to handle



A school music night in the auditorium.

¹Superintendent of Schools, Aberdeen, S. Dak.



The main floor plan of the Aberdeen School-Municipal Auditorium. Ramps lead to the Central High School and the Vocational High School. The showers and dressing rooms for the pupils are located in the basement.

the increased high-school enrollment, and (2) a large enough auditorium to care for municipal gatherings. Adherents for each issue were organized, forming two camps, both favoring an auditorium; one group a municipal auditorium, the other group a school auditorium. Little was done except to debate the issues involved until 1933 when the municipal group commenced action to force the issue for the erection of their structure. The school-auditorium proponents, realizing that if the auditorium became a reality the school would be without an auditorium for many years with the tax money for both issues coming from the same taxpayer's pocket, vigorously opposed the movement. As a result the issue failed to be brought to a vote.

By 1936 the city population had reached 17,000 and the senior-high-school enrollment had soared to the 1,000 mark. At that time someone conceived the brilliant idea of erecting a school auditorium large enough to care for both school and municipal functions. I was instructed to poll some of my pedagogical brethren in the Middle West to get their reactions to such a building program. The replies were all negative and discouraging. Not one schoolman had heard of such an arrangement in a city of Aberdeen's size. One pedantic college professor replied: "You bigger and better boys are in for a first-class shooting, and I expect to see you in the front line of execution." In the face of warnings, the Aberdeen board of education, early in 1937, had the temerity to decide to push a bond issue for the construction of a \$300,000 school auditorium large enough to serve both school and municipal activities without interference.

The issue was brought to a vote early in June, 1937, and passed with a favorable vote of 86.6 per cent, well above the two thirds required for a bond issue in South Dakota. By the last week in August, the board of education received approval of a 45-per-cent United States Public Works Administration grant to aid in the construction. This gave the board \$135,000 in government aid to supplement a \$150,000 bond issue, with \$15,000 to be supplied from the general fund of the school treasury. The board had previously purchased a plot of ground one block long and one-half block wide located between its Central and Vocational High Schools at a cost of \$21,000, making a total of \$321,000 to be invested in the project.

The auditorium was planned to care for school and municipal events requiring a large arena seating up to 5,200 people, an assembly to care for 1,600 people, music facilities, and a school lunchroom. The entire auditorium was planned to join the two high-school buildings so that passage between them might be effected without going out of doors. The auditorium was completed in October, 1938.

The main arena is 166 by 177 ft. and faces west. It is flanked on three sides with balconies fitted with 1,900 comfortable panel-backed chairs. A portable stage, 50 by 20 ft., with necessary drops and curtains is provided for the front of the arena. More than 2,000 folding chairs may be placed on the main floor for events where the stage is to be used. For athletic events, the stage and all chairs are removed from the main floor and are replaced with portable bleachers to seat more than 3,000 people. Two full-sized basketball courts are laid out north and south

on the moultille floor of the arena. For regular season games, only a portion of the arena is used, and the games are played on one of the two moultille floors. For tournament games a portable maple floor is laid over the permanent floor, and bleachers flank this floor on three sides to give the arena a total seating capacity of 5,200, including the balcony.

Part of the arena includes a spacious lobby, four well-equipped athletic dressing rooms, an athletic director's office, an administration room, a spacious store-room, and necessary toilet and washroom facilities. A completely equipped lunchroom off the second-floor-arena balcony empties into the vocational high school and provides facilities for hot lunches for high-school pupils and a meeting place for executive groups at convention gatherings.

The high-school assembly and community theater which faces north is entirely separate from the arena. It is 69 by 146 ft., with a stage 69 by 26 ft. The inclined main floor of this unit seats 1,196 people while the balcony seats 415. The main floor is seated with upholstered opera chairs and the balcony is equipped with panel-back opera chairs. The stage is furnished with three sets of modern stage equipment. This room is finished in a futuristic design with beautiful blendings of ultramarine blue, gray, and brown colors. All lighting is indirect, with multi-colored neon border spotlights giving desired stage effects. An ultramodern lobby completes the theater.

The music hall joined to the south of the theater provides a band room, 55 by 45 ft., with terraced steps for rehearsals. In addition, this hall has a music supervisor's office, a bandmaster's office, a music library, and uniform and instrument rooms. Special practice rooms for small ensemble groups are provided by four dressing rooms directly across the corridor from the music hall. These rooms furnish dressing facilities for stage shows to be presented in either the auditorium or the assembly.

The entire auditorium unit is finished in buff brick with tile facing for the arena and music hall and plastered surfaces in the theater. The ceilings are of the "Nu wood" except the theater which is of "Thermax." The entire unit is heated from the high-school heating plant. Special equipment for the unit includes a complete public-address system, a motion-picture projector, a voice recorder, a collapsible band stand, an electric organ, a concert grand piano, and an a cappella choir stand.

To make it possible for the plant to be used by other than school units the board of education adopted the following regulations:

RENTALS FOR THE ABERDEEN SCHOOL AUDITORIUM

The Aberdeen school auditorium which includes the auditorium arena, the auditorium assembly, and the music hall shall be under the direct control of the Board of Education of Aberdeen School District No. 32. Its use shall be subject to restrictions and stipulations set

forth in the regulations governing the use and rental of the school auditorium listed below. Specific items not covered in the regulations shall be subject to special action by the Board of Education.

The Aberdeen Board of Education desires to have the auditorium used to the fullest possible extent and will co-operate in the promotion of any activity which appears to be for the best interests of educational, social, religious, and business enterprises for Aberdeen and its trade territory. It is the desire of the Board of Education to make the auditorium available to legitimate gatherings that are too large for other auditorium facilities in the city. It is the intention of the Board that small gatherings shall seek smaller meeting places. With this in mind, three classes of rental rates have been adopted for the use of the building. These rates are designed to accommodate different organizations established for different purposes. A definition of the scope of the classes follows:

Class A Rates shall be charged for the use of the auditorium assembly, arena or both to individuals, firms, corporations, or similar bodies when the auditorium is to be used for advertising purposes with direct benefit to the owners and when admissions are charged.

Class B Rates shall be charged for the use of the auditorium when it is used by churches, fraternal bodies, political organizations, educational units, or other quasipublic organizations where the profits are to be used in the maintenance of their organizations or departments within such organizations. This section will also include local firms or corporations that may use the auditorium for advertising purposes where no admission is charged. In the event an admission is charged the Class A rates will apply.

Class C Rates shall be charged to all organizations where the benefits are to be devoted exclusively to charitable organizations. This group shall also include convention meetings or similar gatherings where such accommodation must be furnished by the Civic Association or by a local governing unit in order to secure such conventions or gatherings for Aberdeen.

REGULATIONS GOVERNING THE USE AND RENTAL OF THE ABERDEEN SCHOOL AUDITORIUM

1. In all cases rental for a period longer than three days shall be figured on the third-day rate.

2. When the assembly or arena is used later than twelve o'clock p.m. an extra charge of \$10 per hour shall be made for the period the building is used after midnight.

3. All rates stipulated in the various classes shall be reduced during the months of June, July, and August.

4. All help for the general management of the auditorium is to be supplied by the Board of Education and will include switchbox operators, ushers, custodians, ticket takers and sellers, and stage hands. It is understood that all extra help aside from janitors shall be paid for by the sponsoring body. Stage hands and special employees working under union rules shall be paid for by the sponsoring unit at the regular union rates which shall be in force.

5. The Board of Education maintains a staff of uniformed ushers, supervisors, and ticket takers. The rate of pay for these individuals follows:

- 5 @ 50¢ per session
- 6 @ 40¢ per session
- 7 @ 30¢ per session
- 1 @ \$1 per session

The number of ushers and supervisors will vary with the events and the Board of Education shall be the sole judge of the number of ushers and supervisors required.

6. Preference in renting the auditorium shall be given to public organizations such as churches, lodges, service groups, educational institutions, and other similarly organized groups. Application for rental must be made in writing by the president or secretary of such organization or someone whose duty corresponds to the president and secretary on forms provided by the Board of Education. This application shall state specifically the use to which the auditorium is to be



The assembly hall looking toward the rear. The room is in every way a modern theater with complete stage equipment, picture projection booth, etc.

placed, the date and time desired, and shall carry with it a deposit of \$10 for each session the building is to be used.

7. The clerk and business manager of the Board of Education will be the clearing representative and auditorium manager. He will receive and approve all applications for the use of the building. In the event a questionable application is presented he shall not approve it until it has been passed upon by the Board of Education. The Board of Education shall be the sole judge as to what classes of entertainment may be permitted to use the building.

8. The superintendent of schools shall make application for the use of the auditorium for all school functions. In preparing the calendar of auditorium events the auditorium manager shall give preference to all regularly scheduled school activities, especially those involving athletic contracts. No rental shall be charged to the various Aberdeen city school units for the use of the auditorium. For all "pay events" the regular usher and supervisory system shall be used by school authorities with the regular rates of pay.

9. All concessions for educational activities (those applied for through the superintendent of schools) shall be given to the educational unit sponsoring the event. All other concessions shall be handled or sublet by the sponsoring body subject to the approval of the Board of Education.

10. No beverages of alcoholic content shall be sold in the auditorium.

11. Police supervision may be secured by the auditorium manager for special events which require such supervision. The extra charge for this service is to be met by the sponsoring body.

AUDITORIUM RENTAL RATES

Class A Rates			
	Afternoon	Evening	Afternoon and Evening
<i>Assembly Only</i>			
1st Day	\$ 65.00	\$ 75.00	\$125.00
2nd Day	60.00	70.00	115.00
3rd Day	55.00	65.00	105.00
<i>Arena Only</i>			
1st Day	75.00	100.00	160.00
2nd Day	70.00	95.00	150.00
3rd Day	65.00	90.00	140.00
<i>Arena and Assembly</i>			
1st Day	100.00	125.00	200.00
2nd Day	90.00	115.00	180.00
3rd Day	85.00	110.00	170.00

Class B Rates

	Afternoon	Evening	Afternoon and Evening
<i>Assembly Only</i>			
1st Day	\$ 45.00	\$ 50.00	\$ 75.00
2nd Day	40.00	45.00	65.00
3rd Day	35.00	40.00	55.00
<i>Arena Only</i>			
1st Day	55.00	60.00	90.00
2nd Day	50.00	55.00	80.00
3rd Day	45.00	50.00	70.00
<i>Arena and Assembly</i>			
1st Day	80.00	90.00	125.00
2nd Day	75.00	85.00	120.00
3rd Day	70.00	80.00	115.00

Class C Rates

	Afternoon	Evening	Afternoon and Evening
<i>Assembly Only</i>			
1st Day	\$ 35.00	\$ 40.00	\$ 50.00
2nd Day	25.00	30.00	40.00
3rd Day	20.00	25.00	35.00
<i>Arena Only</i>			
1st Day	40.00	50.00	70.00
2nd Day	30.00	40.00	60.00
3rd Day	25.00	35.00	50.00
<i>Arena and Assembly</i>			
1st Day	60.00	75.00	90.00
2nd Day	50.00	65.00	80.00
3rd Day	40.00	55.00	70.00

The above rates are subject to such changes as the Board of Education may find necessary after a period of operation.

It is the opinion of the Aberdeen Board of Education that the combination municipal-school auditorium is the only reasonable solution to the auditorium problem in a city up to 25,000 people for the following reasons:

1. It is used almost every day in the year.

2. Many of the activities in a city of this size radiate about the schools.

3. Such a building can be planned for use by both groups without interference through conflicting activities.

4. The original cost is less than for two separate auditoriums.

5. The maintenance and upkeep is lower than for two separate auditoriums.

School Discipline Extends Beyond the School Grounds

Herbert W. Secor¹

Recent psychological studies have shown intramural discipline to be very largely a matter of interests. Correlatively, improved instruction and richer content materials have relegated discipline within the school to a minor phase of the school function.

Nevertheless school administrators are frequently faced with problems of discipline which have their origin outside of the school. Many such cases can be met with simple solutions especially if they reach a climax within the school. In other instances, however, this is not true. Furthermore, in many problems of control is the question as to what extent the school authority is coextensive with the school grounds. In other words, is it possible to establish a geographical line of division between school and extraschool authority? Since acts of pupils outside of school and of school hours often have detrimental effects upon the welfare of the school, has the school any legal authority to act in cases of this type?

It is inconceivable that legislative bodies as representatives of the people charged with the duty to provide satisfactory schools, have failed to make provision for the treatment of such cases. However, a search of the statutes shows failure in most cases to recognize and provide specific treatment for these cases which under modern educational procedures represent some of the most persistent disciplinary problems. Consequently, the intention of the legislature must be discovered as implied powers either of the school or of some outside agency.

If the status of this question is to be determined, the most logical procedure would be that which would be followed in an analogous case so far as the law is concerned. The procedure would be (1) to determine the provisions of the statutes if there are any on the subject; (2) to follow the precedents of the courts if they have ruled on a similar case; (3) if there are no statutes and no previous decisions, then the provisions and principles of the common law will be expected to prevail.

Restating our problem it becomes: *To what extent is the jurisdiction of the school coextensive with the territorial extent of the school grounds as among the several cases of disciplinary problems arising?*

To solve this problem it is necessary: (1) to determine the provisions of the statutes; (2) to proceed *stare decisis*; (3) in cases not covered, apply the implication of the common law.

Growing out of such treatment of these unusual disciplinary cases, it is hoped to

arrive at criteria for the evaluation of principles on which suggested statutes may be based with a fair amount of justification.

The Statute Law

A survey of the existing state education codes reveals that of the forty-eight states only fourteen have incorporated sections referring specifically to control of pupils outside of school hours and off the school grounds. The remaining states are governed in this matter either by principles established by common-law courts or by existing attorney general's opinions based upon common-law decisions.

The states granting jurisdiction to the schools over the pupil's activities beyond the school's limit in some instances are very specific and again delegate the power more by implication than by direct code.

The general provision which appears frequently in state codes is found in the New Jersey state code under Section 221 (III), Authority over pupils, P. L. 1903, Special Session: "A teacher shall hold every pupil accountable in school for disorderly conduct on the way to and from school."²

The State of Washington clarifies the issue of divided authority by stating specifically the jurisdiction of the school. Section 4854 of *Remington's Revised Statutes* provides as follows:

Every teacher shall have the power to hold every pupil to strict accountability in school for any disorderly conduct on the way to and from school, or on the grounds of the school, or during intermission or recess.³

This statute is clarified by the opinion of the attorney general of the state in which he states: *Atty. Gen. Ops.*, 1907-8, p. 36.

Teachers during the school year have the jurisdiction over the pupils when they are upon the school grounds, whether it be during the school hours or after they have reported to their parents or guardians. An extensive line of court decisions in different states holds that the right of the teacher to punish or suspend a pupil is not limited to acts done during school hours, but may extend to acts committed outside of the school-room which are detrimental to the good order within the school; and that rule applies to the conduct of the pupil after he returns home and on ordinary holidays as well as to his conduct in going to and from school.⁴

The *Virginia School Laws*, 1930, section 664-2 state: "Teachers shall require of pupils cleanliness of person, punctuality, diligence, and good behavior during their attendance at school and on their way thither and back to their homes."⁵ Section 7 of the West Virginia Law:

²New Jersey State School Law, Section 221 (111), P. L. 1903, Special Session.

³Remington's Revised Statutes, Section 4854 (L. 09, p. 308), Section 7: RSC Sec. 4854; P. C. Sec. 5050.

⁴Atty. General Ops., 1907-8, p. 36. State of Washington.

⁵Virginia School Laws, 1930, Section 664-2.

The teacher shall stand in the place of the parent or guardian in exercising authority over the school, and shall control all the children enrolled in the school from the time they reach school until they have returned to their respective homes, except where transportation of pupils is provided. The driver of such conveyance shall exercise such authority and control over the children while they are in transit to and from school.⁶

The State Code of California is most specific in its delegation of duties to the schools and the teacher. The conduct of pupils is defined in clear terms which allow very little evasion. Section 1.34 of the California School Law reads as follows:

It shall be unlawful for any pupil, enrolled as such in any elementary or secondary school of this state, to join or become a member of any secret fraternity, sorority or club, wholly or partly formed from the membership of pupils attending such public school, or to take part in the organization or formation of any such fraternity, sorority or club; provided that nothing in this section shall be construed to prevent any one subject to the provisions of this section from joining the order of the Native Sons of the Golden West, Native Daughters of the Golden West, Foresters of America, or any other kindred organization and directly associated with the public schools of the state.⁷

Section 1.40: Whosoever being a student, or being a person in attendance at any public, private, parochial, or military school, college or other educational institution, conspires to have or commit any act that injures, degrades, or disgraces, or tends to injure, degrade or disgrace any fellow students or person attending such institution shall be guilty of a misdemeanor.⁸

Section III, Article K, under the Duties of Principals and Teachers provides:

Principals and teachers shall exercise careful supervision over the moral conditions in their respective schools. Gambling, immorality, profanity, frequenting public pool rooms; the use of tobacco, narcotics and intoxicating liquors on the school grounds, or elsewhere in violation of state law or local, county, city ordinances shall not be tolerated.

Whenever the principal of any such school is informed that any pupil attending the school is committing any of the offenses hereinbefore mentioned, the principal shall direct such pupil to appear before him and if, after an opportunity to be heard in his own behalf, the pupil is found guilty, he shall forthwith be suspended from school for such a period as the principal may determine, not to exceed two weeks. All suspensions for a period longer than five school days must be concurred in by the governing board of the school district, or by the city or county superintendents.⁹

The laws quoted are evidence of the wide variance of existing school codes with respect to the jurisdiction of the school over the pupil beyond the limits of the school grounds and school hours. Even where

⁶West Virginia School Law, Section 7.

⁷The School Code of the State of California, Division I, Article IV, Section 1.34.

⁸School Code of State of California, Division I, Article V, Section 1.40; State Board of Education Rules and Regulations, Section III, Subdivision K.

⁹California State Board of Education Rules and Regulations, Section III, Subdivision K.

¹Principal, Philmont High School, Philmont, N. Y.

codes exist, the enforcement depends upon the interpretation of clause such as is found in the Nebraska code.

They may authorize or order the suspension or expulsion from the school, whenever in their judgment the interests of the school demand it, of any pupil guilty of gross misdemeanors or persistent disobedience, but such suspension shall not extend beyond the close of the term.¹⁰

The determination of what are the best interests of the school and what shall constitute acts detrimental to the best interests of the school has been a matter which frequently must be settled by courts of law. Often the statute law does not cover the wide range of pupil activities. In such cases the known common-law principles and the decisions of the courts in cases of that type prevail and should be the basis for revising educational statutes in the United States:

TABLE SHOWING THE STATES PROVIDING FOR EXTRAMURAL DISCIPLINE BY STATUTE AND THE STATES NOT PROVIDING SAME BY STATUTE

No Statute		No Statute	
State	Statute	State	Statute
Alabama	x	Nebraska	x
Arizona	x	Nevada	x
Arkansas	x	New Hampshire	x
California	x	New Jersey	x
Colorado	x	New Mexico	x
Connecticut	x	New York	x
Delaware	x	North Carolina	x
Florida	x	North Dakota	x
Georgia	x	Ohio	x
Idaho	x	Oklahoma*	x
Illinois	x	Oregon	x
Indiana	x	Pennsylvania	x
Iowa	x	Rhode Island	x
Kansas	x	South Carolina	x
Kentucky	x	South Dakota	x
Louisiana	x	Tennessee	x
Maine	x	Texas	x
Maryland	x	Utah	x
Michigan	x	Vermont	x
Massachusetts	x	Virginia	x
Minnesota	x	Washington	x
Mississippi	x	West Virginia	x
Missouri	x	Wisconsin	x
Montana	x	Wyoming	x

*Attorney general's opinion.

Quarreling and Disrespectful Language

There is a total absence of statute law in thirty-four states covering the jurisdiction of the school over the pupil beyond school limits and after school hours. Where statutes do exist, they are in most cases inadequate to meet the emergencies. Overlapping authority between three governing agencies often leads to either usurpation of power or neglect of duty. The triangle involved in this particular problem is the conflict of parental, civil, and school authority. Where does each begin and beyond what limits does each lack authority to act?

For example in a personal letter to the author, the Superintendent of Public Instruction of the State of Illinois wrote September 9, 1936:

As to the punishment of children for offenses committed on the way to and from school, permit me to say that this is a matter for the local town or township authorities to handle and not one in which the teacher should take any part.

There are instances in which the authority may overlap by provision of the statutes as evidenced by the *Nevada School Code, 1935*:

¹⁰*Nebraska School Laws*, 79-505: R.S. 1913, 6785, C. X. 1922, 6326.

The school trustees, principals, and teachers are hereby given concurrent power with the peace officials for the protection of the children in school and on the way to and from school, and for the enforcement of order and discipline among them.¹¹

Obviously the powers and duties of each should be clearly defined or neither governing body will function properly.

The overlapping of parental and school authority presents the greatest difficulty. How far does the authority of the home extend into the schoolroom and in what cases does the authority of the schoolroom overrule the authority of the home?

Existing school codes grant to boards of education the right to establish rules and regulations not inconsistent with the laws of the state. The State of Michigan confers upon the local boards of education the power:

To have the general care and custody of the school and property of the district and make and enforce suitable rules and regulations for the general management of the schools and for the preservation of the property of the district.¹²

Teachers and principals are by reason of their position authorized to carry out the rules and regulations of school boards. In the absence of specific rules it is within the power of teachers and principals to make rules and regulations of their own so long as such are consistent with the law and rules and regulations of higher governing bodies. Missouri laws grant:

A public school teacher, by the very nature of his employment, has the right to make needful rules for the government of the school where the directors fail to do so as authorized by the statute. The courts of the state have ruled that this regulation may extend to control of pupils on the road to and from school.¹³

The purpose of this study is not to trace the delegation of power through the teacher, principal, board of education, the state legislative body and finally back to the people, but to determine the legal jurisdiction of the school over the pupil outside of school hours and grounds as it exists at the present time. The school board, teacher, and principal are the immediate executive authority. This authority is clearly expressed in the case, *State ex rel., Burfee v. Burton*, in which Justice Lyons states the opinion of the court:

While the principal in charge of a public school is subordinate to the school board or board of education in his district or city, and must enforce rules and regulations adopted by the board for the government of the school and execute all its lawful orders in its behalf, he does not derive all his power and authority in the school and over his pupils from the affirmative action of the board. He stands for the time being in *loco parentis* to his pupils and because of that relation, must necessarily exercise authority over them in many things concerning which the board may have remained silent. In the school as in the family there exist on the part of the pupils the obligation of obedience to lawful commands, subordination, civil deportment, respect for the rights of other pupils, and fidelity to duty. These obligations are inherent in any school system and constitute, so to speak, the common law of the school. Every pupil is presumed to know this law, and is subject to it, whether it has or has not been re-enacted by the district board in the form of

¹¹*Nevada School Code of 1935*, Section 72, p. 40.

¹²Public Acts of 1927, State of Michigan, Subdivision II, Section 14, Chapter 5, Part II, Act 319.

¹³*Revised Statutes Missouri Law*, Section 7045.

written rules and regulations. Indeed, it would seem impossible to frame rules and regulations which would cover all cases of insubordination and all acts of vicious tendency which the teacher is likely to encounter daily and hourly. The teacher is responsible for the discipline of his school, and the progress, conduct and deportment of his pupils. It is his imperative duty to maintain good order, and to require of his pupils a faithful performance of their duties. We conclude therefore that the teacher has, in proper case, the inherent power to suspend a pupil from the privileges of his school, unless he has been deprived of that power by the affirmative action of the board.¹⁴

Does the power of the school extend beyond the schoolroom? Where and when does parental authority become the teacher's by means of the court's interpretation of granting the teacher power to control the pupil?

In the case of *Lander v. Seaver* the Court states the facts and law:

The offense for which the plaintiff was alleged to have been punished was stated to have been the use of saucy and disrespectful language toward the defendant, after the close of school, but in the presence of other pupils of the defendant, such language tending to degrade the latter in the opinion of such other pupils. One day, about an hour and a half after the close of school in the afternoon, and after the plaintiff had returned from school, while he was driving his father's cow by the defendant's home, in the presence of the defendant and some of his fellow pupils, the plaintiff called the defendant "Old Jack Seaver"; that the next morning after school had commenced the plaintiff having come to high school as usual, the defendant after reprimanding the plaintiff for his insulting language the evening before, whipped him with a small rawhide. Neither the plaintiff nor his father nor his counsel claimed that the punishment was excessive, but the only claim was that the defendant had no right to punish the boy for acts done out of and away from school. It is conceded that his right to punish extends to school hours and there seems to be no reasonable doubt that the supervision and control of the master over the scholar extends from the time he leaves home to go to school and until he returns home from school. But in this case as appears from the bill of exceptions, the offense was committed an hour and a half after the boy had returned home and he was engaged in his father's service. When the child returned home or to his parent's control, then the parental authority is resumed and the control of the teacher ceases, and then for all ordinary acts of misbehavior, the parent alone has the power to punish. It is claimed, however, that in this case, the boy while in the presence of other pupils of the same school, used towards the master and in his hearing, contemptuous language, with a design to insult him, and which had a direct and immediate tendency to bring the authority of the master of his pupils into contempt and lessen his authority upon them and his control over the school. This behavior, it is especially to be observed, has a direct and immediate tendency to injure the school, to subvert the master's authority and to beget disorder and insubordination. It is not misbehaving generally towards the master in matters in no ways connected with or affecting the school. For, as to school, we think the parents, and they alone, have the power of punishment. But when the offense has a direct and immediate tendency to injure the school and bring the master's authority into contempt, as in this case, when done in the presence of other scholars and of the master with a design to insult him, we think he has the right to punish the scholar for such acts if he comes again to school. The tendency of acts so done out of the teacher's supervision for which he may punish must be direct and immediate in their bearing upon the

¹⁴*State ex rel., Burfee v. Burton*, 45 Wis. 130, 30 Am. Rep. 706.

welfare of the school, or the authority of the master and the respect due him.¹⁵

In general the courts have decided in favor of the schools on the basis of necessity and reasonableness of rules. Punishment may be inflicted because of the violation of a rule prohibiting the use of profane language, fighting, or quarreling among pupils. In an appeal from the Grundy Circuit court in the case of *Deskins v. Gose*, a judgment in favor of the plaintiff was reversed in the higher court. This suit was brought to recover a judgment of nine dollars for alleged injuries inflicted by the defendant on the plaintiff in whipping him with a switch for violation, by the plaintiff, of a rule of the school, in using profane language, quarreling, and fighting with other scholars of the school; the plaintiff was one of the pupils of the school, and the violation of the rule took place one half or three fourths of a mile from the schoolhouse, after school had been adjourned for the day and the pupils were on their way to their respective homes and before they had reached them. The punishment was inflicted the next day when the plaintiff had returned to school. The court held: "A rule forbidding scholars from quarreling and using profane language on their way home is reasonable and needful and the teacher can punish them for its infraction."¹⁶

Frequently the school is faced with the problem of pupils annoying other pupils on their way to and from school. In the case of *O'Rourke v. Walker*, 102 Conn. 130, the principal received at the school a complaint from the mother of two small girls that they had been frequently abused by two boys while on their way home from school. The offense took place on the premises of the boy's parents. After receiving a written complaint from the mother of the girls, the principal summoned the boys to the office and told them of the charges against them. When the boys admitted their guilt, the principal administered a light corporal punishment, striking each eight times on each hand with a flat stick two feet long and over one-half inch thick. The punishment was not excessive, and no injury was caused by the punishment. The plaintiff failed to prove more than nominal damages, even if the punishment had not been justified. The counsel for the plaintiff argued his case on the basis that the boys had returned home and had therefore passed out of the jurisdiction of the school. It was also held by counsel that the girls were trespassing. In deciding the case in favor of the defendant the court stated:

1. That the conduct of the plaintiff had a tendency to demoralize the other pupils of the same school and to interfere with the proper conduct of the same.

2. That the acts of the plaintiff were detrimental to the good order and best interests of the school.

3. That the defendant as the principal of the school, in the absence of rules established by the school, board of education or other proper

authority, had the right to make and enforce all necessary rules for the regulation of the school and pupils during school hours and afterwards.

4. That said punishment administered by the defendant was reasonable and proper.¹⁷

In general, the courts have held that the school is justified in the control of pupils on the way to and from school. The school must show beyond a reasonable doubt that the acts of the pupil have either *per se* or by implication a detrimental effect upon the good order and interests of the school.

Immoral and Disorderly Conduct

The courts in some instances have upheld the school in matters of authority which might well have been punishable under the civil law of the community or state. They have held that in order to maintain the purity and discipline of the public schools, a child may lawfully be excluded because of licentious and immoral character. The case of *Sherman v. Inhabitants of Charlestown*, 8 Cush. (Mass.) 160 illustrates the point. A girl of school age and an inhabitant of Charlestown, Mass., was of such character of chastity that she should not remain in school. A continued course of open and notorious familiarities led to her suspension from school. The lower court granted to the plaintiff a writ of *mandamus*. Counsel for the plaintiff argued that if the facts were proven they did not constitute justification for expulsion from school and the court ruled accordingly. The school carried the case to the higher court. Counsel for plaintiff held that it was the absolute and indefeasible right of every child between the ages of seven and sixteen to go to school. He further held that a young person, male or female, of bad moral character, guilty of gross acts of misconduct out of school, could not rightfully be excluded from school if there were no violation of rules or misconduct in school. It was stated that a good moral character is required by law of instructors but not of pupils, and however depraved in sentiment and vicious in conduct out of school the pupil may be, it is not sufficient ground for expulsion. Chief Justice Shaw in reversing the decision of the lower court made the following points:

1. Can it be doubted that the presence of a pupil infected with a contagious disease could be lawfully prohibited? Why? Simply because his attendance would be dangerous and noxious, and consequently an interruption of the equal and common right of all to attend school.

2. Truancy is a fault committed wholly beyond the precincts of the school, yet no example is more contaminating, no misconduct more subversive of discipline. May not an incorrigible truant be expelled not as punishment merely, but as a protection to others from injurious example and influence?

3. The power of all teachers is a parental authority to be exercised for the best good of the whole. We think it was the intention of the legislature to make the public schools a system of moral training. If so, then, it is necessary to preserve the pure-minded, ingenuous children of both sexes from the contaminating propensities and habits as from those infected with a contagious disease.

¹⁷*O'Rourke v. Walker*, 102 Conn. 130, 128 Atl. 25, 41 A.L.R. 1308.

4. It was said in argument that if the plaintiff had violated the laws of the country, being of an age responsible for her conduct she was liable to be prosecuted and punished, before the tribunals of justice. Suppose she was so liable, she was not the less unfit to be a member of a public school. The two powers are vested and are to be executed *diverse viis*, the one to punish offenses against the law, the other to maintain the purity and discipline of the school and secure the great public objects, for which it was established. The court is, therefore, satisfied that upon proof of the facts tendered by the defendant, the school committee were justified in excluding the plaintiff and that such exclusion was not wrongful.¹⁸

The school authorities were upheld in the case of *Tanton v. McKenny* for the suspension of a girl student. It was proven that the plaintiff smoked cigarettes on the public streets, rode around in an automobile seated on the lap of a young man, and aired in the public press her defiance of the discipline of the school.¹⁹

In an Alabama case, *Kenney v. Gurley* the point is illustrated. In sustaining the act of the school for expelling a pupil who contracted a venereal disease the court said: The authority to exclude from association with the school any who may be or become undesirable from either physical malady or moral obliquity is not debatable.²⁰

In the case of *Douglas v. Campbell* the Supreme Court of Arkansas held that the board of education had the authority to suspend from school, one Douglas who was drunk and disorderly on the streets in violation of local ordinances on Christmas Day. As a result of the expulsion the father of the boy placed the boy in another school. He was required to pay tuition and at the time he brought suit against the school board for the expenses involved in obtaining an education for his son. The court denied the suit and at the same time upheld the school in its suspension of the plaintiff.

Any conduct on the part of the pupil that tends to demoralize other pupils and to interfere with the proper and successful management of the school, i.e., to impair the discipline which the teacher and the board shall consider necessary for the best interests of the school, may subject the offending one to the punishment described by the statute. Refractory conduct or insubordination and gross immorality are incompatible with that good government in a school which is absolutely essential to its success. It would be presumed that the teacher and the board have the best interests of the school at heart, and that they have acted in good faith in exercising the authority with which the law has clothed them.²¹

In this single case it would seem that the principle commonly followed has been overlooked. That is, that misconduct to be punishable must be of direct injury to the school. It was not shown in the evidence that the plaintiff was a habitual drunkard or that he had slandered or abused the teacher.

(To be concluded in July)

¹⁸*Sherman v. Inhabitants of Charlestown*, S. Cush (Mass.) 160.

¹⁹*Tanton v. McKenny*, 226 Mich. 245, 33 A.L.R., 1175, 197 N. W. 510.

²⁰*Kenney v. Gurley*, 208 Ala. 623, 26 A.L.R., 813, 95 So. 34.

²¹*Douglas v. Campbell et al.*, 89 Ark. 254, 116 SW 211, 20 LRANS 205.

¹⁵*Lander v. Seaver*, 32 Vt. 114, 76 Am. Dec. 156.

¹⁶*Deskin v. Gose*, 85 Mo. 485, 55 Am. Rep. 387.

Effective School Boards

Perley W. Lane¹

No governing body has more power to spend or to regulate than does a school board. Its decisions affect millions of pupils and determine social standards everywhere within our boundaries. Perhaps, therefore, it may be of value to discuss boards and their individual members to the end that a sort of evaluating yardstick be set up. Who makes a good board member? What education is necessary? Are men or are women preferable? How should the member be chosen? Should he be paid for his services? How large should a board be? What can boards do to increase their usefulness? What is their function?

Balanced Boards

The first requirement for effective school boards is balance. By balance we mean variety of occupations and interests. On the Trampa school board, in New York State, were the following: a butcher, a plumber, a retired widow, a broker, a lawyer, and a circulation manager. All were parents. It was the best board we have ever seen in action: the butcher for his sound sense; the plumber for his knowledge of matters pertaining to heat, power, and sanitation; the broker for his application to buying and spending problems; the lawyer and the widow for their sympathy and interest in educational progress; and the circulation manager for his general business acumen. Board meetings proceeded with precision and speed. They were very friendly deliberations. Although there was debate there was no dispute. Absence occurred but seldom. The chairman who was the butcher kept discussions to the point in question. None of them permitted complaints to go through other than the supervising principal's hands. This principal was accorded full support. However, they expected him to present full information about any change or innovation he intended to recommend. Thus came about logical and prompt decisions.

Boards with a Program

The second requirement for effective boards is the presence of a program. The lack of this explains the reason why so many boards find it necessary to meet so frequently. We found it very helpful to place before each member a statement of the meeting's order of business. Here is a sample:

BOARD MEETING

March 5, 1939

1. Minutes of last meeting.
2. Approval of bills.
3. Old business.
 - a) Discussion of the stoker problem not yet completed.
 - b) Coal bids have not yet been analyzed.
 - c) Other old business.
4. New business.

¹Principal, Stonington High School, Stonington, Conn.

5. Superintendent's suggestions relative to:
 - a) A request for the use of the auditorium.
 - b) Granting Miss Gordon remuneration during her illness.
 - c) Complaint of Mr. Prescott, claiming accident as a result of teacher's negligence.
 - d) Will the board consider the purchase of a sound recording for use in speech arts.
6. At the April meeting your superintendent will discuss subjects indicated below. In accordance with your policy and mine please think over pros and cons. Your contributions will expedite and be of great help.
 - a) Our history teachers want very much to have "Problems of Democracy" (a half-year course) and "Economics" (a half-year course) arranged in year courses. This is a time when both these subjects are very closely related to present-day events.
 - b) Our English Department wish that you would consider the addition of a subject dealing with stagecraft.
 - c) Your superintendent realizes that there is a movement to influence the board not to reappoint Mr. X for the position of building superintendent because he is not a naturalized citizen. There are several implications in this problem. Please consider them carefully before the next meeting. We shall have as full an account as we are able to secure for your information.

7. The Board asked that we raise money for cafeteria equipment in the new school building since WPA will not share in the expense of anything but permanent equipment. Our Girls' League promoted a cookbook project. Advertisers ordered \$215 worth of space. About 400 of our residents ordered a copy so that the latter figure, dollars, will be net profit. The quotation for this equipment is \$311.29.

8. Of the college reports received in our office concerning our graduates but one pupil is failing and in but one subject.

9. Please see the exhibit in the store windows at 46 Washington. We believe the exhibit will indicate how much our boys value the industrial-arts classes.

Planning Ahead

The third requirement for effective boards is a capacity to plan ahead. A three-year program is not beyond reason. Innovations, building improvements, and progressive moves may be introduced so steadily that a school system may be vastly improved without sudden or sporadic interruptions. In this way budgets may be manipulated on the basis of present needs and future progress. We know of one school board which did just this. Among other things the following improvements in local school service were made:

1. Departmentalized the junior high school.
2. Provided playground equipment for a grade school.
3. Set up a teachers' salary scale.
4. Installed a high-school cafeteria.
5. Secured \$500 from the Rotary Club for band uniforms.
6. Redecorated the high school over a period of two years.
7. Appointed supervisors of music, physical education, and health.
8. Encouraged successful annual faculty plays.
9. Appropriated money each year for library books so that within three years the state library standards were met.
10. Set up four evening classes for adults.
11. Approved the rotating schedule, graph report cards, and new-type graduations in the high school.

12. Built a new gymnasium with WPA aid and planned for a new grade school to be built two years hence.

These accomplishments were brought about gradually and the community was so satisfied that it retained this board for a number of years.

A Policymaking Body

The fourth requirement for effective boards is to have a clear picture of its functions. It is a policymaking body. Successful businessmen in large corporations readily understand the meaning of "policy." Although they receive no honorariums for attending meetings, school boards operate as do boards of directors in industry. The president of a railroad is not unlike a school superintendent. Both direct personnel and operations and both are responsible to their boards.

Boards are means of check, balance wheels, in a large sense. They are interested in general policies which involve pupils and teachers. They hold positions of great trust. Nonpartisans, receiving no remuneration, and representing the confidence of their communities school boards are honored and rightly so. Since the superintendent is better qualified to judge fitness of applicants, it is the board's function to approve his nominations. After careful analysis and with full knowledge of a community's ability to pay, it is the duty of the board to approve budgets. A tremendous amount of misunderstanding and futile action could be avoided were boards to understand their policymaking functions.

Some Success Factors

The fifth requirement for effective boards will be one covering some of the smaller questions cited in the first paragraph. For practical purposes probably men make more useful members than do women. Men are closer to vocational pursuits. However, a minority representation of women is often very desirable. Women nowadays frequently have much interest and a large place in public affairs.

We recall lengthy discussions years ago in the university regarding the proper size of a school board. Whenever professors of school administration surveyed systems, they were sure to insist that the large boards be cut. It is our observation that a board of five is the right size. Boards of three frequently find themselves without a quorum. Boards larger than five frequently become debating societies. In any event, make them representative, nonpartisan, odd in number, and provide for rotating election. Good board members have already been described. It may be questioned whether school people make good school-board members. Often they are set in their opinions or too knowing

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community wants action, whereupon the building committee consults the architect. The contractor states that the architect specified such-and-such cement. Says he, "This cement is quick-drying stuff. Empty a bucket in fifteen minutes or else it will dry up enough so that you can put your hand between the dried cement and the bucket. Why shouldn't there be shrinking between bricks as well? Take this other cement—sure its slow, but when it does dry it dries firm and there's no shrinking." But the problem is there and who will pay for the waterproofing, and where's the money coming from for that large extra.

Another example: A shopman teaching in a very fine school does his share in physical education. He is Scotch and knows rugby very well. He does this for three years without incident. It then develops that the pipe standards on outdoor

rings are loose and so he runs guy wires from the top of the bars to the ground. A pupil stumbles over these "unexpected" guy wires, breaks his ankle, whereupon the board, the principal, and the shopman are sued for many, many dollars. The lawyer makes matters appear very badly indeed.

Why is it that janitors can cause so much trouble? We recall an example in a far west school system. Here the janitor put his wife and son to work during the summer while he went into the woods to handle a small sawmill proposition. He had done this for two seasons, though the board was not at all satisfied with this dual arrangement. The third summer considerable painting was scheduled for the high school, and floors were to be refinished as well as desk tops. When it appeared that the work would not be completed in time, the board sent a definite order to the janitor to attend to his school-work. The son, as a result, appeared at the superintendent's home and threatened bodily abuse. The board then ordered the son to keep out of the schoolhouse. The janitor returned but demanded that the son be permitted in the schoolhouse. Neither side would concede the point. All this sounds silly to say the least. But the janitor's brother, an influential furniture dealer, and his brother-in-law, a physician, swung into action. The repercussions from this dispute were apparent for several months.

To all these complex situations add questions which seem never to be settled: tenure, married or unmarried teachers, salary scales, local teachers, consolidation, Smith-Hughes adoption, retirement, *ad infinitum*.

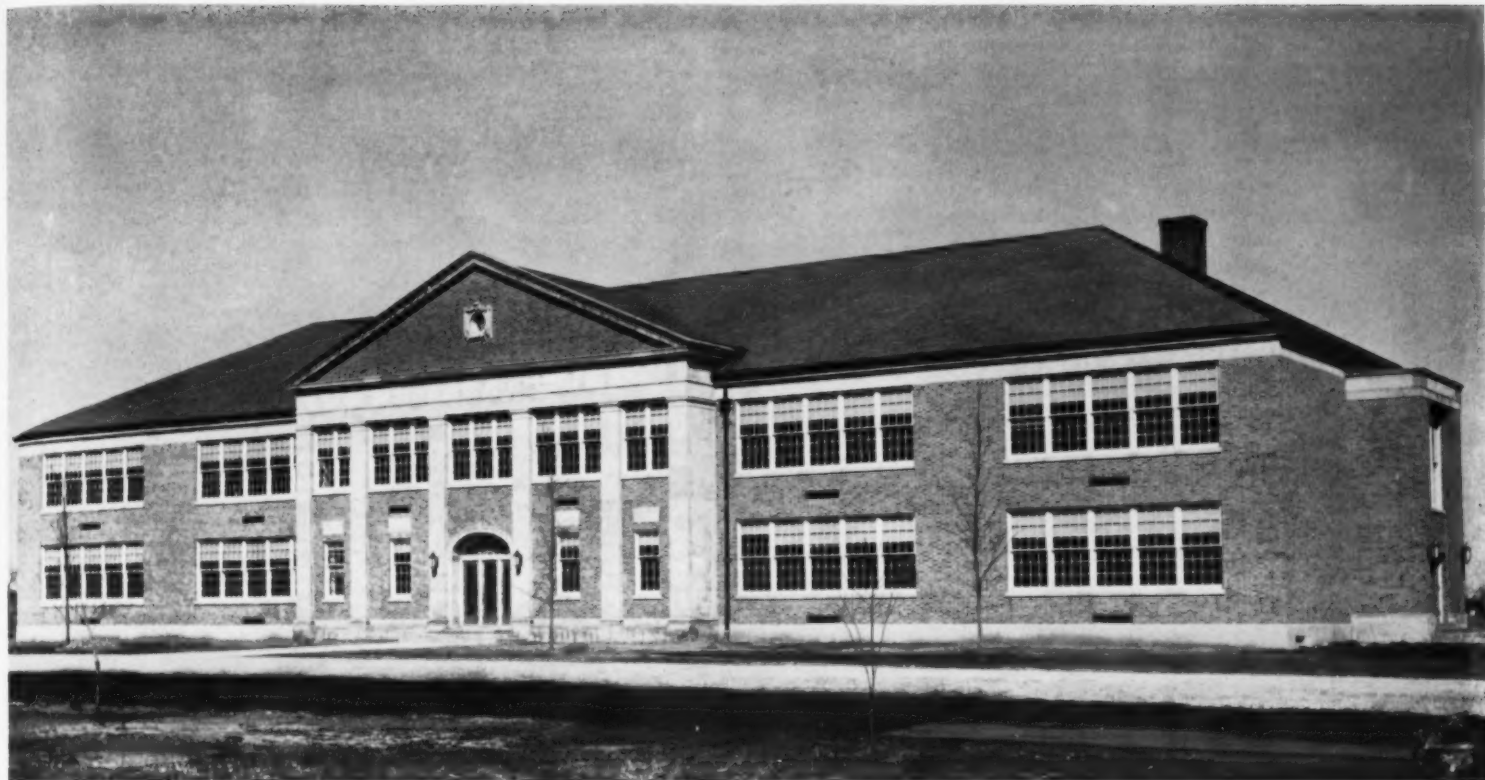
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Yes, school boards are long suffering. Actually there is hardly a public office so fraught with responsibility and for which one may prepare himself with such difficulty. We have often wondered why universities do not offer an extension course for school-board members. Make it inexpensive; express it in a layman's language; consider today's school problems. Mailing lists are easily available and we would guess a large number would respond were they approached.

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Cecil W. Martin¹

Changes in the conception of the function of the elementary school, brought about by social and industrial changes, have affected the planning of elementary-school buildings. This means that the enriched elementary-school curriculum of specialized activities to be most effective must be housed in a building which provides specialized facilities. An appraisal of the modern school building can only be made on the basis of the effectiveness with which it has been planned and constructed to meet the needs of the educational program on which the school is to operate. To plan and erect a building, having due regard to the needs of the curriculum, the demands of safety, the dictates of good architecture, and the financial resources of the community has been the problem of the architects, the board of education, and the superintendent of schools at Peru, Ill., in the erection of the Washington School.

The style of architecture used for the Washington School is one of colonial precedent which embodies dignity and frankness with an expression of homelike friendliness. The main entrance with its pilasters and pediments express the dignity of Education, and the entrance doors with the fan lights above, and the Federal style bracket

lights on either side give an impression of warm welcome such as one expects upon entering the home of a friend. This same colonial character has been carried out in

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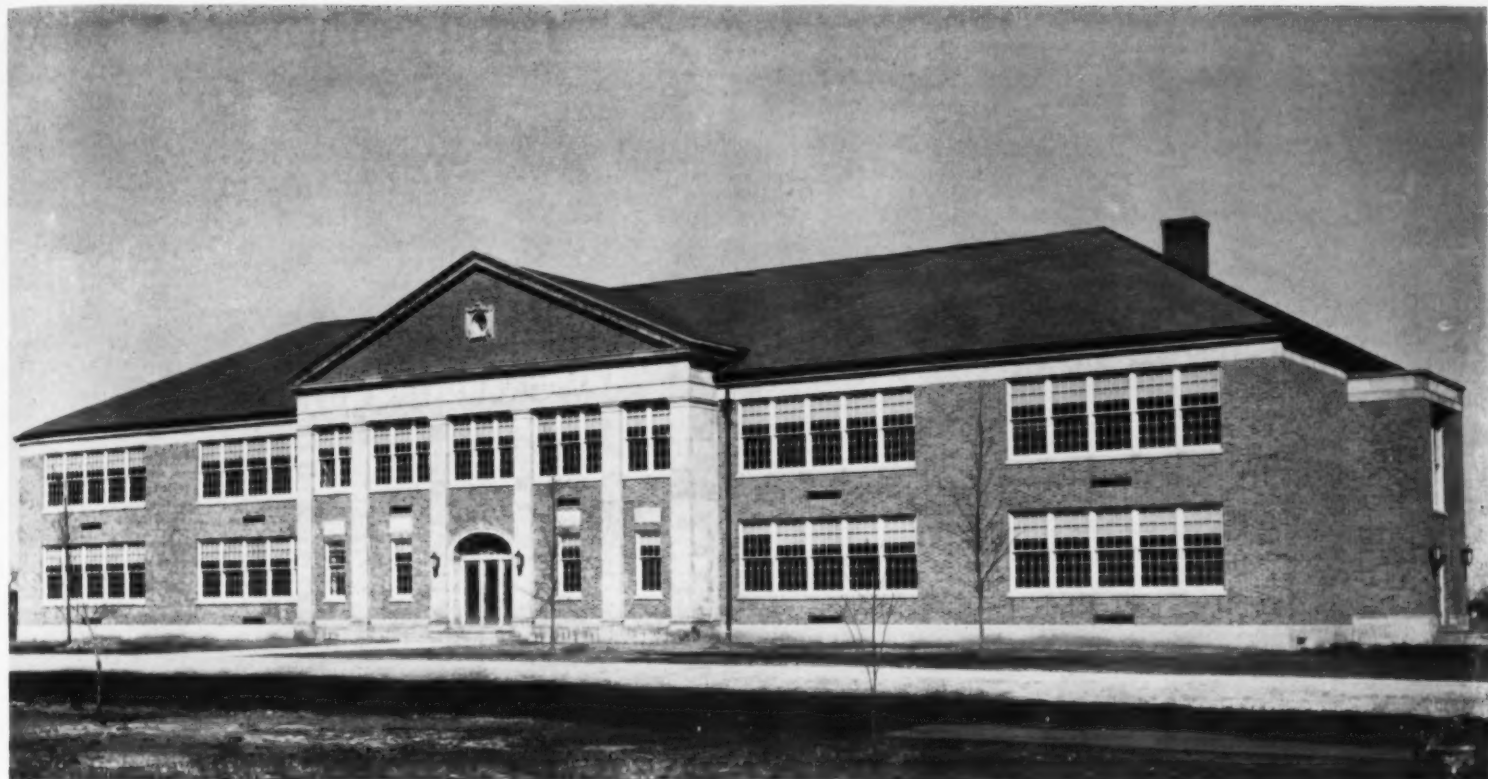
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A discussion group in the Washington Intermediate School, Peru, Illinois.

physical health and mental development of the boys and girls of grades 5, 6, 7, and 8 who attend this school.

The building has 12 home rooms, each provided with an electrical outlet for visual education, each with adequate closet and filing space, and each with a minimum of 54 square feet of cork board and 60 square feet of slate board.

Pupils' desks are all movable, providing for extreme flexibility, and are adjustable for height. In addition to home rooms, the building offers the following special facilities: a home-economics laboratory, consisting of foods laboratory, butler's pantry, combination sewing and dining room, and a fitting room; a large area for general

shop, including a lumber-storage space and a drafting and drawing room; an adequate library with special conference rooms in one end; administrative suite of three rooms; teachers' lounge; soundproof music suite, with instrument-storage room, director's office, and music-storage cabinets; nurse and clinic room; combination auditorium-gymnasium, with ample stage facilities, play area for basketball, volleyball, and game area, and seating space, including balcony, of 1,280; dressing rooms, shower rooms, projection room; and adequate storage facilities for supplies and tools.

All floors are asphalt tile except in the foods laboratory where linoleum tile is

used; all wainscoting is glazed tile, and all toilet rooms, shower- and locker-room floors are terrazzo.

The clocks throughout the building are controlled by a master clock in the business office. An automatic auxiliary operating system is available in case of current failure. The building is without basement except for the boiler room, heating apparatus, and coal storage.

The artificial lighting system is of the semi-indirect type, with the enclosing opal-glass-bowl fixture especially designed to give proper light distribution over the working plane. A minimum of 12 foot-candles is used in each room. This system is also connected with an emergency lighting system which operates automatically.

The heating and ventilating of the classrooms is a thermostatically controlled split system. Unit ventilators provide not less than 50 per cent filtered fresh air at all times and may deliver 100 per cent when outside temperatures are high or when room temperature rises to normal. The direct-heating element is a convector radiator of the fin type for high efficiency.

The power for the heating system is provided by two coal-burning steam boilers, with heavy-duty ram-feed stokers.

The boys' locker room has a gang shower, individual box lockers, clothes lockers, and toilet facilities. The girls' locker room has individual shower compartments with curtained individual dressing rooms, toilet facilities, and a hair-dryer outlet. The water supplied both boys' and girls' showers is thermostatically controlled so that it is impossible to have excessively hot water delivered from the shower head. Toilet rooms on each floor are individually ventilated by exhaust fans. The music room on the second floor at the back of the stage has acoustically treated ceiling and upper walls. A stepped platform is



Floor Plans, Washington Intermediate School, Peru, Illinois.—Allen & Webster, Architects, Chicago, Illinois.



The cooking laboratory, which is arranged on the unit basis, is electrically equipped.

located at one end of the room. Other rooms in the suite are the instrument-storage room and instructor's office in which the music-storage cabinets are located.

The library is an integral part of the school organization and community life. As such, considerable time and thought have been given to make the library room an inviting and useful place. Tables and chairs of three sizes, magazine racks, bulletin boards, and book-display racks are provided. The room is of ample size to accommodate study groups. Two glass-enclosed conference rooms are available for pupil-teacher conferences, club meetings, and group work of various kinds. The library is essentially the heart of the school. It attempts to touch every pupil and provide enrichment for the entire curriculum. Its purpose is to cause pupils to feel that the library is the meeting place for problems and their solution. That pupils will meet new interests, have enlarged vision, make better use of leisure time, is to be expected with the plan provided here. Local community groups meet here also for recreation and leisure-time activities as they do in the gymnasium. The shop offers a means of expression in woodwork, metalwork, and drafting and drawing. This phase of our work is to reach beyond the school life in an attempt to provide for the leisure-time activities and to meet vocational and recreational needs.

The auditorium-gymnasium is essentially a community asset, as well as a necessity in the health-education program of the school. Here scouting activities are carried on, recitals are held, and local dramatic groups may realize the full significance of the value of this phase of community life carried beyond the schoolroom. Our school shall be defined in terms of community living.

In its entirety the Washington School houses a program that provides for (1) fundamental instruction in the three R's; (2) a general health program — develop-

mental and preventative rather than remedial; (3) visual and auditory methods of instruction; (4) generous provision for art, handicrafts, and dramatics; (5) closer integration of school and community.

Total costs were: construction, 25c per cubic foot; construction and equipment, 26.8c per cu. ft.; construction, equipment, and architect's fee, 28.4c per cu. ft.

Total cost, \$245,497; PWA grant, \$99,000.

FULLERTON COLLEGE COMMERCIAL BUILDING

The coming of the junior college as the ultimate upper unit of city school systems has brought with it a variety of educa-

tional plants that are novel and interesting. Architects have appreciated the absence of the strong limitations which have hedged in the design of elementary- and secondary-school buildings and have begun to plan with a freedom that promises a full realization of democratic ideals and of the functional efficiency of American school architecture.

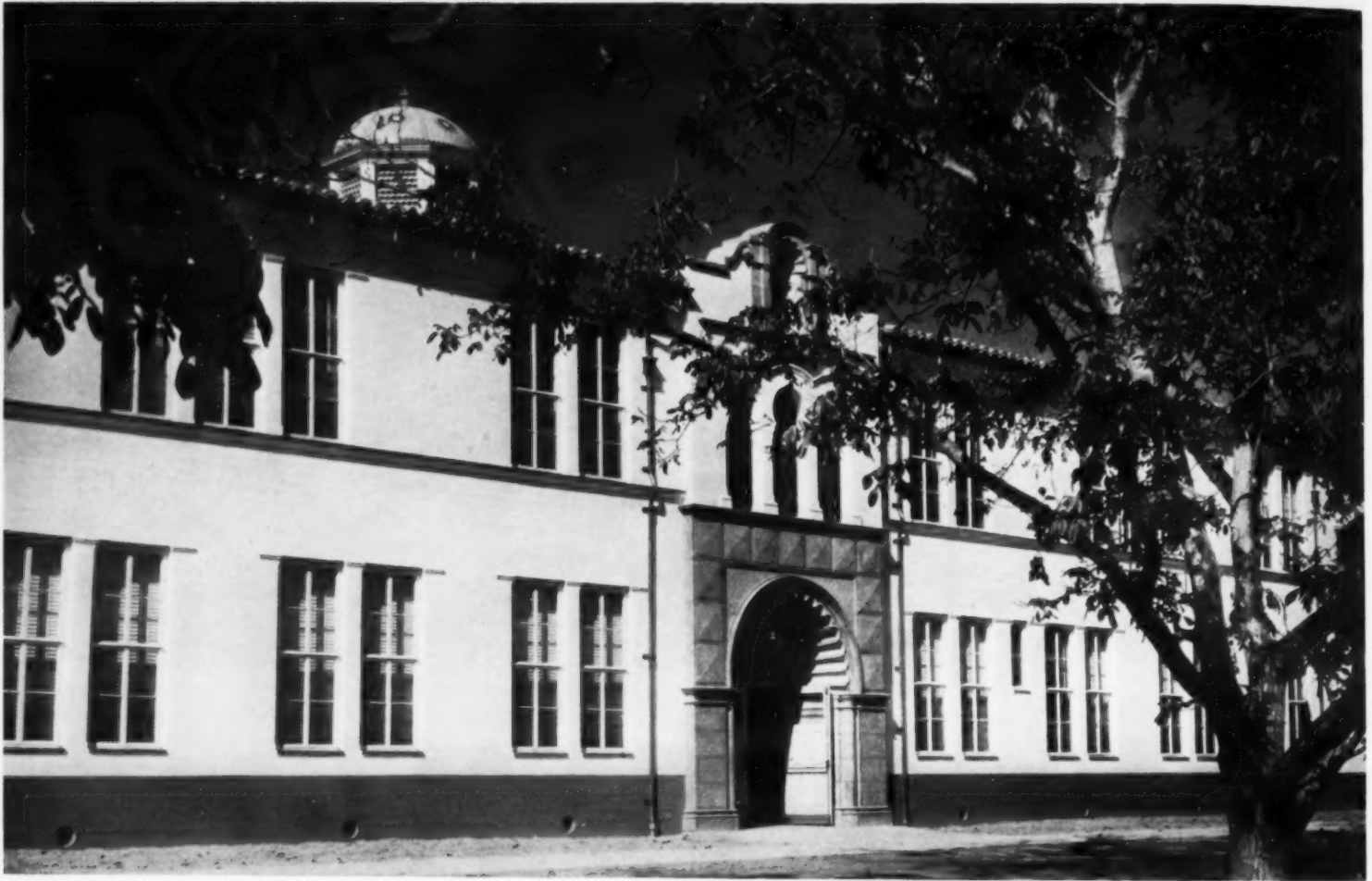
The new group of buildings of the Junior College of Fullerton, Calif., is characteristic of California's use of its historic architectural style, combined with progressive planning for a very modern educational program. The entire plant includes at present only an administration, an industrial-arts shop, and a commerce building; it will shortly embrace three or four classroom and laboratory buildings, a library, and a student-life building. A flat campus of 16 acres affords a handsome setting for buildings and outdoor instructional activities.

The Commerce Building here illustrated, is of Class A construction, planned not only to resist fire but earthquake as well. Because of the sandy loam soil, it was considered advisable to use concrete piles for the foundations. The walls and floors throughout are reinforced concrete, with a single row of interior supporting columns along the central axis of the building. The two, rather than three, transverse spans of floor and roof construction were considered desirable because one set of classrooms has been made 33 ft. wide, and the second set is 23 ft. wide, with a 9½-ft. corridor between.

The building measures 70 by 150 ft. and is exceedingly simple in arrangement. A glance at the plans will show the close correlation of offices and special rooms with the laboratory instructional rooms and



A rear entrance to the Commerce Building, Fullerton Junior College, Fullerton, California.



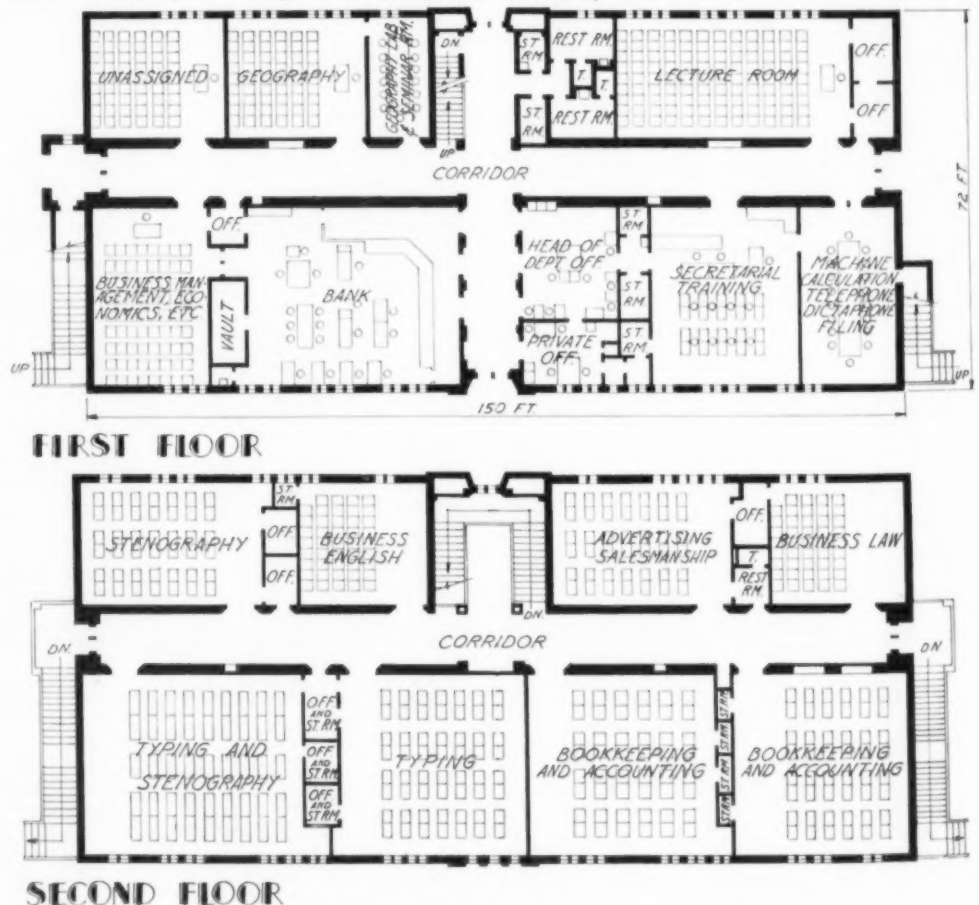
Main Entrance, Commerce Building, Fullerton Junior College, Fullerton, California. The base dado is tinted cobalt blue, the walls are a warm tan, the stone at the entrance is dark gray. The tile roof is variegated yellows and reds, and the tile cupola is yellow with deep red ornaments.—Harry K. Vaughn, Architect, Fullerton, California.

academic classrooms. The special furniture and equipment needed for teaching accounting, banking, and business practice compelled the adoption of 33 ft. wide rooms for these activities. The brilliant sunlight which prevails in Fullerton during practically the entire school year makes 33-ft. rooms feasible, particularly when ample window areas are combined with adequate electric lighting. The dry, warm climate also has made it possible to use two concrete open-air stairs to supplement the single inside stairway.

The exterior walls are finished in cream-colored cement, with a deep blue base. The tile roof and the tile cupola are variegated colors, ranging from light yellow to deep red and purplish black. The end doorways are framed in polychrome tile, and the main entrances are finished with cast stone of cream gray, with tile inside the deep recesses. Exterior ironwork is painted blue.

The classrooms are finished with plastered walls, acoustic-plaster ceilings, and cork composition finish floors. Similar treatment has been used in the corridors.

The building was erected by the Fullerton Union School District, with the aid of a PWA grant.



Floor Plans, Fullerton Junior College, Fullerton, California.

A Plea to School Boards for Long-Term Schoolhouse Planning

Warren S. Holmes¹

The influence of architecture on human life is today the greatest exerted by any of the arts. Buildings go a long way to affect what people do and their ways of doing things. This is particularly true of school buildings which should be planned and equipped adequately to facilitate educational services but which, if improperly planned, may become serious obstacles to teaching and to pupil-activities programs. It is no exaggeration to say that the greatest present obstacles to success of new school buildings arises from a lack of appreciation of the vital importance of making every detail of plan and equipment contribute to the efficiency of the school as a living organism and to the changing methods of instruction. Much of the failure and the early obsolescence of new school structures comes from the

failure of schoolmen and school boards to plan on a comprehensive, long-term basis.

Inefficient Schoolhouse Planning

The strongest argument for long-term planning is to be found in the many results of bad planning scattered over the various states. American schools in great numbers are housed in recently completed structures which would not score above 75-per-cent efficiency if rated according to the Strayer-Engelhardt score card for school buildings. Where these buildings are built of fire-resistive materials, the obsolescence immediately equals the normal depreciation of approximately a twenty-year period.

A factor contributing most to this obsolescence is the failure to provide the specific instructional environment necessary to a modern school program. The deficiency is not one of blackboards or

light and ventilation, for admittedly the buildings are grand places for bookwork — safe, economical, well lighted, adequate in capacity, and even masterpieces of architectural design. Yet, the buildings are impoverished to an amazing degree in the essential needs for education as it is conceived today.

Fortunately for the architects, the brunt of the blame cannot be placed at their door. The responsibility lies in the educational planning. Unfortunately, it is the child who suffers, and ultimately the parents and public welfare also suffers.

The real difficulty is the fact that the study and recitation method of conducting schools is at fault, even though this method falls far short of giving youth a square deal. The classroom seating and the other accessories, the blackboards, the wall cabinets, etc., are all designed and arranged to facilitate this peculiar, limited proce-



Long-term planning has produced the interesting results illustrated in the Pennington Elementary School at Mount Vernon, New York. The seven acre tract developed during a period of ten years includes a playground, a school garden, an animal menagerie, etc. The grounds and the building are widely used for community recreational purposes.—Warren S. Holmes Co. and Harold Werner, Associated Architects.



The exhibit which parents and friends can view on school visiting days gives purpose and meaning to school work. A corner in the primary room of the Pennington Elementary School, Mount Vernon, New York.

ture and nothing else. For teachers to carry on otherwise in this environment is practically impossible, for to do so is inconvenient, unnatural, and forced. It seems almost impossible to impose the new methods on the old type of classroom environment. Bona-fide attempts at activity methods frequently lapse into the old plan of study-and-recite with its attendant waste of time and its lack of interest, simply because the classroom environment destroys the initiative of teachers.

Some Obstacles

Not more than one half of the elementary-school child's time should be devoted to learning lessons from textbooks; in fact some principals and teachers estimate that approximately two thirds of the child's time should be occupied with activities designed to develop natural abilities, to give meaning and purpose to the book lessons, to provide natural outlets for self-expression, and to permit creative instincts to develop. All of these activities are fundamentally necessary to the development of personality and of emotional stability. Spontaneous pupil effort is an essential element in every modern school and is created in large part by the interests and attitudes of children under wise guidance and leadership. Where teachers lay sufficient stress on these interests and attitudes, children perform their book-work assignments in one third to two thirds the time allotted to them otherwise.

School officials have known this, but have been powerless to do much about it because their buildings and furnishings have formed serious obstacles to activity procedures.

The schoolroom must provide the stimuli to correct the psychological stress and strain of classwork. It must not lead to overstrain which in turn results in confusion and leads even to misconduct and neuroses. The environment of the school must lead to the easy execution of tasks so that growth may be forward and free.

Many architects do not understand this problem of adapting school buildings to the new purposes and methods of education. Their recent offerings of modernistic design do not remotely improve the functional character of their buildings and do not contribute to the instructional work. Some college advisers in school-building programs have failed to sense the problem. Thus these stumbling blocks of conventionalism in school design and of outmoded equipment have been permitted to block the highways of school progress.

It is a pity that manufacturers of school equipment have continued to vie with each other to create designs with slightly different quirks, to do the same old job. If they might be awakened to understand the need and opportunity for new solutions of the schoolroom seating problem, they would have an opportunity to revamp their lines for not only the new school buildings but for many old ones.

Changes in Enrollment and Organization

In an eastern city the writer was connected, in the winter of 1935-36, with the planning of a PWA project, a junior high school, comprising some 26 classrooms, gymnasium, auditorium, library, and various workrooms, etc. The junior-high-school idea was well established in the city and the building as planned conformed to the best traditions of the junior high school, all of which was very well, except that the pupils never came to occupy many of these splendid classrooms. Not only did this building fail to fill up, but classes began to grow smaller and vacant rooms appeared in several elementary schools of the city. At the same time, the senior-high-school enrollment increased from 1,700 to 2,600. A rapid survey showed that the birth rate in the city had been decreasing since 1926 and that it had remained fairly stable since 1934. This fact, coupled with unemployment and with the fact that new compulsory-attendance laws were in effect, provided the key to unlock this mystery of a changing school population.

This is not an isolated case, because these same social and economic conditions involving birth rate, employment, and compulsory attendance are operative to a greater or lesser degree in every city throughout the United States. Many cities require only a casual survey to reveal



In the craft room pupils are constructing equipment for an annual flower exhibition to be made by the pupils of the Pennington Elementary School, Mount Vernon, New York. Natural integration takes place when learning is put to a useful purpose.

conditions operative in a similar manner. In the large city just referred to, there has been no serious loss, because all of the buildings erected in the past twelve years have taken into account possible changes in organization and teaching method. New uses, involving no costs other than changing the locations of the thin classroom partitions, will make it possible to convert this junior-high-school building into an elementary school, or even to use it for senior-high-school purposes.

Planning and Federal Aid

The need for long-time planning of school buildings has increased since the advent of the PWA, which is essentially a rush program intended primarily to provide work, to relieve local financial difficulties, and only secondarily to provide school buildings. School districts that wait until offers of grants are available before completing school-plant development plans, and giving bond issues the necessary publicity, are often placed at the disadvantage of competing with other political bodies who see patronage in getting aid for new streets, sewers, parks, municipal buildings, hospitals, and what not. To place the building needs of the schools before the people at a prior time serves to give them precedence. Moreover, school buildings hurriedly planned are usually deficient.

Some form of PWA is almost a certainty for a number of years to come, for the simple reason that spending for needed public improvements is one of the most

practical methods of salvaging the waste of unemployment, a current problem brought on by the increased use of machinery.

Expenditures for public works have always provided a source of employment to large numbers and must continue to do so, however financed. To cut off spending for public improvements at present cannot do otherwise than increase unemployment and the dole, and possibly even result in labor uprisings and panics. The tragedy of the present situation is not so much that of public spending (even with borrowed money), but rather the *waste* in public spending and the *tremendous waste* in unemployment. Even greater than the need for reducing taxes is the need for salvaging these wastes. Much of the waste in public spending so bitterly complained of can be traced directly to local officials — oftentimes to the very ones who clamor loudest for federal aid.

By virtually controlling approximately 50 per cent of the tax resources, boards of education have become important factors in connection with these considerations, which in turn carry with this power grave responsibilities. The only sensible attitude today is one in which boards of education join hands with other city officials to work out long-term plans for needed public improvements to provide at least part-time employment for a portion of its citizens. These plans must further provide for carrying out a part of this work each year.

To pass up this need for long-term planning on the basis of belief that it is no time to bond for new construction, and thereby compel political bodies to continue to spend more through PWA, and the dole, in order to take up unemployment is a tragedy that may go far to defeat economic improvement.

We are now far enough from the boom days of the "twenties" to know they were abnormal times which led only to catastrophe for the most of us. *The present must instead be considered normal times*, from which improvement is to be expected only as earned by intelligent, painstaking, concerted efforts of those in responsible positions.

These considerations, together with the certain knowledge that the cost of public improvements to local communities are reduced by 40 to 45 per cent by PWA grants, and the further consideration of the President's continued support of the public spending program, makes it imperative for boards of education to take steps immediately to formulate the needs of their school districts for new construction.

Changed Conditions and the Solutions

In the elementary school, the co-ordination and integration of knowledge through projects is admittedly complicated, but the natural integration which takes place when learning is put to useful purposes, provides the solution for many deficiencies

of the schools. These must provide laboratories which the farm, the home, and dad's business or shop formerly supplied. An interesting acceptance of these new problems of the school may be found in the instructional program which has been made possible through the proper planning, construction, and equipment of the schools at Mt. Vernon, N. Y.

The illustrations accompanying this article are of the conservatory, crafts room, and one of the classrooms in the Pennington Elementary School, at Mount Vernon. Constructed in 1929, the instructional areas in this building offer interesting solutions of the new methods and activities of the modern school effected through a distinct type of plan and equipment.

One interior shows children working in the greenhouse where the preparation of soil, of planting the seeds, and the care of plants provide interests and curiosities that have distinctly valuable educational implications. A view showing a class planning and constructing apparatus for a flower exhibit illustrates an activity which taxes the children's imagination and develops skills. Another interior shows one of the exhibits in the classrooms which parents may be brought in to see, giving purpose to this work and making an appeal to the pupils' esthetic sense and to their pride.

In this school, the work of the art department and the music department, and the auditorium procedures are operated much the same way, each tied in with the other, and each tied in with the lessons of the classrooms, always to a common purpose developed in staff meetings under the direction and leadership of the principal.

The organization and executive ability operative in this school is comparable to that seen in a modern department store. Indeed, one may well believe, if this staff were to bend its efforts in this direction, they would make a fine success of such a commercial enterprise.

It is interesting to note that the children in this school perform work with their hands for a large percentage of their time. Who can doubt that they have their



Pupils of the Pennington Elementary School, Mount Vernon, New York, grow all the flowers used in the classrooms. The greenhouse provides means for developing spontaneous pupil effort.

educational development multiplied by at least three or four times? With due credit to the efficient work of the teaching staff, which is indispensable, this school functions as it does because of long-term planning, and because of detailed room environments that anticipate and facilitate the methods and procedures that are carried on. It is primarily the vision realized of the ripe experience of Dr. William Holmes and his board of education.

In line with its policy of long-range planning, this city has purchased another seven-acre site for which the preliminary plans for an elementary school have been carefully studied by its school staff for more than one year, looking forward to the best possible results in this contemplated new building.

characteristic of the sentiment in many other states regarding more emphasis upon the vocational subjects.

The Educational Policies Commission has urged that the school should teach youth "How to make a living." How can the public schools teach boys and girls to make a living? Do the vocationally trained high-school graduates earn better livings, in terms of dollars and cents, than do the graduates who are not as well trained vocationally? In an attempt to secure at least a partial answer to this question the authors tried to determine whether there is a relationship between the earning power of the high-school graduates of 1932, 1933, 1934, 1935, and 1936, of Van Buren County, Ark., and the amount of vocational training received by them in high school.

TABLE I. Relationship Between Number of Units of Vocational Subjects Completed and Occupational Status in 1937 of Graduates of 1932-36

Occupational Status, 1937, Per Cent						
Number Units Vocational Subjects Completed	Number Graduates	Employed	Unemployed	Housekeepers	Students	No Data
2 or more	153	57.5	4.6	22.2	12.4	3.3
.5-1.5	37	37.8	16.2	35.0	5.5	5.5
None	22	32.0	36.4	22.6	9.0	0

A total of 212 students graduated from the three high schools in this county in the classes of 1932, 1933, 1934, 1935, and 1936. Vocational subjects were included for the first time in all three of the high schools in the school year 1931-32.

Of the 212 graduates of 1932-36, a total of 153, or 72.2 per cent, completed two or more units each of vocational subjects; 37, or 17.4 per cent, completed from .5 to 1.5 units each of such subjects; and 22, or 10.4 per cent, completed no units at all in vocational subjects.

(Concluded on page 85)

Do Vocationally Trained High-School Graduates Earn More?

Dennis H. Cooke¹ and Harry S. Kirshman²

Within the past year Governor Clyde R. Hoey, in response to the action of the 1937 Legislature in North Carolina, appointed a special Commission on Education. Through a mandate of the legislature this Commission is charged with "making a thorough examination of the public educational system of North Carolina, its practical workings, its organization and direction, and the results obtained in the instruction and education of

youth and fitting and training them for life." As a part of its work the Commission mailed approximately two thousand questionnaires to individuals and officers of organizations and agencies in the state asking for the most urgent changes that should be made in the public-school system of that state. It is interesting to note that in all the responses, vocational education leads as one item of major importance. In other words, the citizens of North Carolina are asking that more emphasis be placed on vocational education in their schools. The sentiment in this state is

¹Professor of School Administration, Peabody College, Nashville, Tenn.

²Principal, State Vocational Training School, Clinton, Ark.

Equipping a High-School Geography Room

Neil F. Martin¹

During the past decade there has been a widespread introduction of geography into the curriculums of the high schools of the nation. In one midwestern state alone the number of high schools offering geography courses has increased from less than fifty to more than four hundred. As a result of this educational trend, hundreds of teachers and administrators have been confronted with the problem of adequately equipping their geography rooms.

The problem is not one which can be solved by boldly setting down a list of equipment and saying, "This is a definite list of equipment which must be considered basic; therefore, must be provided wherever a geography course is taught." In the first place, geography varies from school to school; varies in content from economic to physical geography, varies in duration from a single semester to two years, varies in grade level from junior to senior high school.

Obviously, with such variation of the geography course, no arbitrary list of equipment can be set up as basic for all schools, and any list of equipment that is suggested must possess the element of flexibility in order to provide the opportunity for choice necessary to fit the needs of the individual schools.

Since economic- and regional-geography courses predominate in the high schools of the nation, it is with these courses in mind, primarily, that the suggested list of equipment is presented; however, this paper makes no pretense of being a complete or final answer to the geography equipment problem. There is no attempt to lay out in blueprint fashion the minute details, the quality, or the form of the equipment. My own opinion concerning equipment which may be considered essential in any geography course has been supplemented by the recommendations of numerous other high-school geography teachers. The suggested techniques in the use of equipment also represent collective opinion.

Assuming that the purpose of equipment in a geography room is to expedite, enrich, and clarify the geographic learning; and assuming, also, that the value of the equipment is directly proportional to the amount of use to which it is put, the problem of any geography teacher is to answer correctly his own problem of, "What equipment must I have in my classroom in order to provide my students with the opportunity for generous exploration, a clearer understanding, and more effective learning of the subject?"

For the purpose of this discussion, geography equipment has been listed under the following headings: (1) maps, atlases, and

globes, (2) the classroom library (meaning the working texts and references in the classroom), (3) exhibits, (4) furniture and apparatus, and (5) visual aids.

Maps, Atlases, and Globes

Regardless of the content, duration, or grade level of the high-school geography course, maps are, perhaps, the best single source of geographic information. They rank with textbooks as equipment of primary importance. Maps co-ordinate ideas related to earth surface; they give precision to space relations. Without the aid of a map we know that a place is somewhere over in a certain direction. With a map we can tell exactly where in the given direction the place is, how far away it is, and what lies between.

Maps are indispensable as a means of understanding certain types of world distributions, such as those of earth resources or of population density. Knowledge of relationships is now on a world-wide basis; the individual facts in any field have become available in such numbers that they are overwhelming unless presented by maps. One Chinese mapmaker thought of a map as a kind of shorthand description of the earth. Undoubtedly maps, through their graphic quality, portray a great mass of geographic information that would require volumes to record in words.

Upon a single map one may find from twenty to fifty "signs" of a map language that has to be learned like any other language, for meridians and parallels have to be interpreted, contour lines have to be translated into topography; oceans, split down their middles, have to be related to the ineradicable error in reducing a bulging earth to a flat page.

Students should be taught the map language, and maps should be made easily accessible to them at all times so that, once, having learned to interpret and translate their signs and symbols into words, students will turn to maps voluntarily and even eagerly as aids in clarifying the geography instruction.

The minimum map equipment for a high-school geography course should include maps of the home state, the home land, and the world. The maps suggested are:

For the World: (1) a physical-political map, (2) a rainfall map, (3) a temperature map, (4) a vegetation map, and (5) a map of population density.

For the United States: (1) a physical-political map, (2) a rainfall map.

For the Home State: (1) a physical-political map.

Additional essential maps will include blackboard outline maps of the home state, the United States, and the world. Outline desk maps, and newsprint wall maps should be available for student use at all times.

After maps meeting these minimum requirements have been obtained, the line of expansion of map equipment might take one of two directions: either added emphasis on the United States and the world as a whole, or emphasis on the other continents. The direction of expansion depends upon the character of the course and the choice of the individual teacher.

After the geography course is once going, regardless of the direction of map expansion, it seems to me that manuscript maps of either teacher or student construction should occupy an increasingly important place in the equipment provided. Such maps are especially valuable, for they show facts not found in the atlas, the textbook, or in other forms available to students. These maps can be made in direct response to the needs of the course, and they permit a broad expansion of the map equipment with a minimum of cost.

Atlases rank with or above wall maps in their instructive value. Kipling once made a statement, which if not altogether exact, has a great deal of truth in it. He said: "I do not assert that it is impossible to hold intelligent conversation without the help of an atlas, but I do say that as soon as men begin to talk about anything that matters, someone has got to go and get an atlas."

In the opinion of many teachers it would be ideal if it were possible for each student to have open before him on his desk, an excellent atlas, through whose pages he could turn with practiced hand to maps of relief, climate, vegetation, population density, and earth resources, as the class discussion brought forth their need. However, it is only in rare cases that students are so well provided. Generally, atlases are used in the manner of a dictionary, for reference, only in case the wall maps or the text maps do not carry the information desired.

Certain it is that an atlas of appropriate grade level contains most of the essentials of the geography course. Students have to be trained in the use of the atlas before it can effectively replace or supplement the wall map. The individual teacher must decide whether her teaching is most effective through the use of wall maps, which focus general student attention on detailed instruction of her own, or whether ultimate results are better when she uses wall maps for a general overview of the work, then permits the students individually to use their atlases to search out the more detailed information.

The globe comes before the wall map, and even before the atlas in ability to show the true relations of one part of the earth to all the rest. It is by means of the globe alone that we see the physical unity of the world. Without the globe we study scraps of the earth's surface, and as a result,

¹The author, who is head of the Department of Social Science at the Wauwatosa Senior High School, Wauwatosa, Wis., used the present paper as the basis of an address before the National Council of Geography Teachers, December 27, 1938.

acquire false impressions, for individual maps, if they show any relationships at all, cannot help but show some that are absolutely untrue.

The globe then should be used to show simple, big relationships, like the relations of the continents and oceans or the direction of one part of the world from another and the resulting trade routes. On a globe, too, can be shown large climatic distributions in their true relationships.

These requirements, it seems to me, demand a globe with certain characteristics: It should be large enough to be seen clearly by each member of the class. It should be a blackboard globe on which it is possible to place and to remove the different world distributions as they are taught.

It is true that teacher opinion differs greatly on the subject of globe types desired. The choice depends primarily on whether one is well enough supplied with wall maps to sacrifice the desirable greater detail of physical-political globes for the opportunity to use the blackboard globe in demonstration work before the class.

The Classroom Library

Obviously no single textbook can satisfactorily meet the varied demands of geography courses which range in character from economic and political to courses concerned primarily with elements or principles of geography.

It is not the province of this paper to attempt an evaluation, either of the various "schools" of geography, or of the textbooks which express their points of view. Wherever the teacher has freedom of choice in the character of the course she is to teach, and is responsible for the selection of the textbook she is to use, her choice will, no doubt, be in line with the philosophy of her geographic training. This, as Isaiah Bowman has pointed out, "is healthy diversity, for one can say that he alone has brought down the tablets from the mount."

Opinion generally favors the use of more than one textbook; one book being considered a basic text, and one or more other books being used to supplement the first. Wherever textbooks are supplied by the school, without cost to the student, or are provided on a rental basis, there should be a sufficient number of copies of each book used to equip each student with a copy of the basic text for the duration of the course, and to permit him to have easy and continuous access to the secondary books.

Where textbooks are purchased by the student, potential cost discourages student purchase of more than one book; here again, either through a classroom rental system or through outright purchase by the school, supplementary textbooks should be provided, and the wider the divergence of type, the better. If the basic text is organized on a regional basis, it is considered advisable to have at least one of the supplementary books organized on the topical basis.

In addition to supplementary high-school books, it is felt that appropriate books of college level should be made available for the twofold purpose of serving as a challenge to the teacher, and as a means of extending and enriching the information of superior students whose intellectual curiosity about things geographic has been aroused but not satisfied by the high-school books. On the other hand, elementary-school texts should be made available in the geography room for the general use of the slower students, and for special use of the entire class in the search for more graphic or pictorial material, for it is an easily observable fact that elementary texts are much richer in maps and pictures than are the high-school texts.

Additional supplementary text material should be supplied in the form of magazines, bulletins, reports of state planning commissions and of the National Resources Board, yearbooks of government departments, reports of the Foreign Policy Association, and other similar publications containing current information which is not available in other sources.

It is generally believed that ease of access to supplementary reading material as well as to other essential equipment is one of the chief factors in determining the functional value of the equipment to the course. Thus, it is believed that the classroom library should contain the principal part of the reference books used, and the general library should house the geographic novels, the travel books, and all other geographic books which might be used by other social-science or science classes. An additional reason for having the reference books in the classroom library is found in the fact that most high-school students are not proficient in library research work without the guidance of the teacher of the course.

Geographic Exhibits

Exhibits, as referred to in this discussion, may be thought of as consisting of displays of earth resources, products, models which portray elements of natural or cultural environment, and any other similar material used to develop a clearer understanding of the information presented in the geography course.

The sum total of exhibits constitutes the geography museum of the school. The museum should be a working unit, never static, but in a constant state of growth. The character of the course will determine the type of exhibits desired by the teacher.

Here, especially, the rule of usefulness must be severely applied. The material selected and displayed must have run the gauntlet of rigid selectivity; otherwise there is likely to be more junk than geographic aids in the museum.

It is considered highly desirable that much of the exhibit material be of student origin. If there is a mineral collection, it is perfectly all right to have purchased part of it, but in the glaciated regions of the country especially, much of the collec-

tion should be supplied by the students. The practice of exchange of specimens or products among schools offers an easy and interesting method of building up a museum.

The list of exhibits possible of student construction is practically unlimited. Maps, charts, graphs, and sketches, either large enough for wall display, or small enough for projection, are excellent projects. Models of land forms and small dioramas offer other possibilities.

It is hardly necessary to recall the fact that student-originated and executed exhibits, properly credited and displayed in the geography museum of the school, constitute one of the most effective possible devices for motivation. There is an opportunity for the student to do something from which tangible results can be seen, and there is the natural appeal to student pride in having his work become a part of the teaching equipment of the school.

Furniture and Apparatus

It is important, for reasons of convenience and ease of accessibility of equipment that the geography course be offered in a geography room, equipped with furniture suited to the course.

Under the heading of room furniture and apparatus may be grouped all of the seating equipment, whatever physical apparatus is used in the course, dark window shades, the display cabinets for exhibits, and all the cabinets necessary for storing and for keeping in systematic arrangement the teaching and testing material of the course.

Most teachers prefer tables and ordinary straight chairs for seating. Tables large enough for two or more students and having natural wood or light-colored composition tops are most in favor. Tables permit students to work in groups when desired, and provide adequate work space for large size project work. Straight-back wooden chairs are more comfortable, and are usually quieter than either the swinging, backless seats which disappear under the tables, or the folding steel chairs which are used in some schools.

The size, form, and number of display cabinets for exhibit material must be determined to fit the needs of the individual schools; however, it is suggested that there be at least two display cabinets, one for earth resources and products, and another for land form models and dioramas. A third, small display cabinet is advocated by teachers who have used such a cabinet very effectively for the display of single items of material directly related to the work immediately under discussion. Such a cabinet must be most conspicuous, and must be changed frequently.

It is advisable to have cabinets in which the doors slide rather than swing on hinges. For greater display ability the doors should have large rather than small panes of glass; the shelves of the cabinets need not be deep from front to back, but should be numerous,

(Continued on page 81)

Is This Education?

J. Leroy Thompson¹

Six years ago, in the depth of the depression, the board of education of Tarrytown, N. Y., conceived a plan to solve a summer-vacation problem with which many families in the community were confronted. This educational service was developed to supplement the city's and the schools' recreation program in a highly valuable, co-operative way. At this time, when most communities were eliminating so-called "fads and frills," the far-seeing board of education was recognizing the necessity of an increased rather than a decreased school program. The plan was developed to meet the needs of children who could not afford to leave their homes for a stay at summer camps. Many of the local school patrons were finding it necessary to eliminate camps from their family budget; many others had never had this item in their budget—in fact they had no budget and nothing to budget.

Development of Need

The first step in determining the need of a summer educational program was a survey of the student body from grades four through the senior high school. The study showed the number of boys and girls available for the activity. While many students went to camp or the farm, nearly 40 per cent of the school population were likely to be interested in the school summer work.

We have found during the past three years that some parents are arranging their summers in such a way that their children may spend July in Tarrytown, to take advantage of the school. Their plans for camps and trips are delayed until August. Think if you will, of Johnny Doe, who comes from a family of six living over a store, in three rooms with two windows. Think also of his joy in participating in a program such as this, when in previous summers time was spent on the hot and dusty street, where it was difficult to stay out of mischief. Then think of the children of the president of a million-dollar local corporation, who attended the summer classes regularly. Most of the pupils belonged to families within the range of these extremes.

The survey brought out the fact that many children had not been given the advantages of local history and local inspiration. A large proportion of the children had never been to New York City, even though we are situated only twenty miles away. Parents were not using the advantages of many of the free opportunities for sightseeing, recreation, or education that might be taken advantage of in the near-by great metropolitan area.

In the survey, areas of interest which the children have were checked to determine the instructional activities to be

offered. The final program was developed entirely in terms of the needs, interests, and desires of the students. These needs, interests, and desires were actually the children's own. Too frequently school people talk glibly about meeting the wishes and interests of children when as a fact they provide instructional materials which they with their adult background think children should have.

The progressive idea in education has shown that the traditional schools are stifling many fine things which should be nurtured and fostered in children. With this fact in mind, it was decided to make the plan wholly experimental. All limitations were eliminated so far as possible from the organization and administration of the school, and from the teacher's development of the work.

We first decided to take no attendance records. If the student found the work interesting and helpful to him, he was permitted to come. If not, he need not come. This put the teacher and the school on their mettle. It is interesting that we have had very little absence—usually the student anticipates absence and tells us about it. For our own information, we did check one year's attendance and found only two absences. In both cases, parents had taken the children on trips over a long week end.

The next decision was to eliminate all achievement records and reports. We make no report to the home and the teachers keep no records. We do encourage parents to visit the school and to participate in the trips taken by the groups. We rarely

take the students on a trip without the presence of several parents.

We then decided that no credits should be offered. Thus, we eliminated everything which would tend to make the summer work competitive or coercive. The value, therefore, must be found in each student, and the driving forces which made him work overtime and study outside of school came from within. No outside work was required.

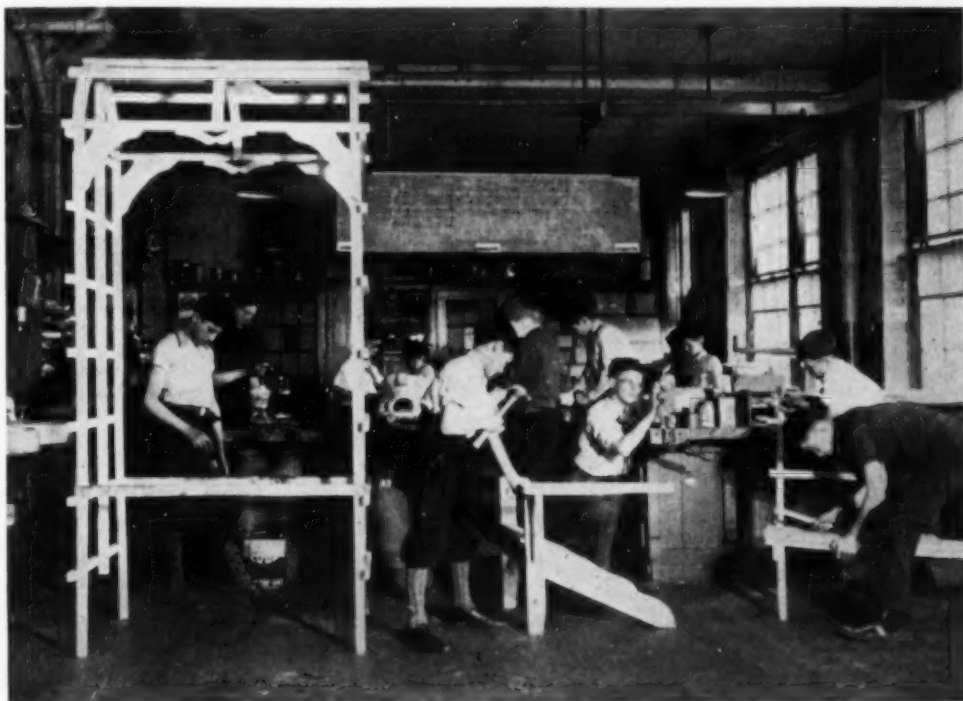
Our Organization

The board of education agreed to meet the instructional costs and to furnish supplies and other things essential to the instruction. We knew we should need money for transportation, and it was decided to charge an enrollment fee of \$1 per course to meet this cost. This fee fully met this expense; it also provided information for selecting areas to present. The students from the fourth grade through the senior high school were permitted to enroll. When enrollment was opened we soon found it necessary to limit the size of groups, and to determine the length of the periods.

Each group was arbitrarily limited to fifteen students in order to facilitate class-work, as well as to aid the supervision of trips.

The school functions through the month of July. Classes meet five times a week for an hour and twenty minutes each day. We recommend that the students take work in two areas, and we limit him to three.

The areas originally chosen were handi-



Co-operative as well as individual work is engaged in freely in the Washington Irving summer school, Tarrytown, New York.

¹Superintendent of Schools, Tarrytown, N. Y.



Music has always been an important center of interest in the Tarrytown summer school. Several concerts are given by the orchestra before the close of the term.

craft, science, dramatics, music, art, photography, safety and driving, and recreation for boys and girls. For enrollment purposes we found it necessary to identify courses by name. It was made clear through discussion, however, that these headings were to be broadly interpreted. We further found it necessary to describe these areas and this was done as follows:

Science and Its Relationships

1. The collection and identification of common rocks and minerals.
2. Collection, identification, and mounting of leaves, insects, wild flowers, ferns, and fungi.
3. Radio and elementary electricity.
4. Boy scouts are permitted to take work in this department for merit badge qualifications.

Photography

This area aims to help students who would like to learn more of the theory and practice of photography. The work takes the form of demonstration, practice, discussion, and fieldwork, and includes still photography of the snapshot and posed work, but also motion pictures. The work emphasizes:

1. Proper use of various devices on camera, light meter, etc.
2. Principles involved in taking good pictures.
3. Development of films.
4. Printing of pictures.
5. Trick photography.

Drama and Interpretation

This area is developed to interest students in making marionettes, painting scenery, making costumes, and the production of plays. The broadcasting equipment helps in the development of poise and voice. The work is meant to be fun. Here is an opportunity for many students, particularly the younger ones, who cannot engage in drama throughout the year. A movie is developed each year.

One year, several boys came to us saying that they were interested in coal-tar products, and would like to use the laboratory in working out materials in this area. We found it impossible to assign an instructor, and since they were older boys, we thought we would try an experiment. After discussing the seriousness of working in a special branch of chemistry and of taking care of the apparatus and materials they would use, we were impressed

with their serious intentions and permitted them to use the laboratory without an instructor. Some worked all day long for the whole month, and at no time did anything occur of which we might be critical. We have found this true in the entire organization. The *esprit de corps* developed in the summer school is such that there is an entire absence of any discipline problem. Children working in areas in which they are interested cause no difficulty whatever. There was no prodding and urging to get the projects done. The youngsters have been their own prods, and hence have worked as hard as they possibly could to complete that which they had undertaken.

The students are not separated according to age. We may find a fourth-grade boy or girl of about nine and one-half years of age, working beside a senior. Each studies and works at his or her own level, and the younger children get tremendous inspiration and quite a lot of help from the older students. Seemingly there has been no embarrassment on the part of the seniors either.



Students leaving the Tarrytown summer school to attend a ball game in New York City. The girls are as much interested as the boys.

Is It Education?

The instructors are required to take each class on a field trip at least once a week. No student is required to go, but try to keep any boy or girl at home! These trips are sometimes planned to take the entire student body for an all-day excursion. Others are planned for special groups and classes. In all of our visiting we have been graciously received and in most instances admission fees have been waived. During the six years the students have visited the following places and things of interest, as well as many others:

Several estates near Tarrytown, such as those of John D. Rockefeller, Samuel Untermyer, Helen Shepard.

Each year the entire school is the guest at one or two of the big league baseball games, Giants or Yankees.

Museum of Science and Industry, New York City.

Zoo and Botanical Gardens, New York City.

RCA Building and Broadcast, New York City.

Boyce Thompson Institute, Yonkers.

Museum of Natural History, New York City.

Metropolitan Museum, New York City.

French Line Steamship *Normandie*.

For fear that the impression may prevail that it took six summers to cover these places mentioned, the schedule for 1938 is appended. With the exception of one baseball game in New York, which was rained out, the schedule was followed exactly:

Helen Shepard Estate.

Visit to ball game, New York Yankees.

First evening concert, 8 p.m.

Hackley woods.

Boyce Thompson Institute and Untermyer Estate.

New York Broadcast.

Camp Collier.

Second evening concert.

Soapbox derby.

Hook Mountain picnic.

Baseball Game, New York Giants.

A Day's Trip

A description of a day with the music group will perhaps make clear points in the program not understood from the fore-

going. The students embarked on the trip for New York, at nine in the morning. The first stop was at the Conn Music Store, where through special arrangement, several musical notables were present. Some time was spent in looking over the fine instruments and getting the autographs of several composers. From there the group went to Central Park, where through special arrangement with the chairman of the park commission, they were permitted to have a box luncheon in the park.

In the afternoon, they visited a large radio station to hear the rehearsal of a broadcast, and after a snack, the party heard the Goldman Concert on the Mall, as guests of the conductor. After the concert, a sleepy, happy, lot boarded the bus for Tarrytown.

Education? I believe so. The best possible kind of education. Descriptions of these trips might go on indefinitely. This one example, however, is enough to describe the others.

At the close of the summer school we hold an all-day picnic. Each student takes care of his lunch, while the school provides the place and the transportation. Usually this picnic is held at a State Park. Parents are invited and we have the pleasure of the company of quite a number each year.

In addition to many trips and activities, the school presents a play to the public each year. Sometimes this takes the form of an outdoor production, such as "Rip Van Winkle." Other times we have played

three one-act plays. Two public concerts are usually given by the music group. The productions have been most enthusiastically received.

For the summer school, the board of education employs instructors from the regular staff. There have been times when other school expenditures have raised objections, but there never has been a time since the inception of this school that the expense has been questioned. The school has grown from an enrollment of 69 the first year to over 200 last summer, and this large attendance has increased the cost. The larger funds have been voted without the slightest hesitation.

It is my opinion that the community would not permit us to eliminate this work from the school program. Witness excerpts from unsolicited letters from parents:

This letter is to express, in behalf of Mrs. and myself the pleasure and satisfaction with which we have viewed the work of the summer courses provided in the Tarrytown public schools, with special reference to our son He attended the classes in science and handicraft. Not merely did he derive enjoyment from this work, but it has been clear to us that he learned a great deal. These classes tied over what, in our household at least, has always been a difficult period of readjustment between the intensive efforts of the normal school year and the complete release from the responsibility of this kind in the summer vacation.

I would like to comment further upon one specific aspect of this subject that has interested me greatly. I refer to the omission of entrance requirements for these courses, the absence of tests and examinations, and the lack of formal efforts to evaluate credits. . . . As an engineer,

I believe I have a proper appreciation of the value of mensuration, but I am strongly of the opinion that it is unduly stressed in our educational systems. . . .

Another parent after taking a trip wrote:

The excursion taken last Thursday was extremely interesting and profitable. I'm sure the children gained much information and many worth-while impressions. The talk by Dr. Berkley at the museum furnished the necessary information for a full appreciation of the material displayed.

The *Tarrytown Daily News* comments in an editorial: "One of the most attractive and unusual educational projects ever attempted by a public school system is the summer school now being conducted by the Tarrytown board of education at the Washington Irving High School. From the standpoint of the children who attend the summer school, perhaps the most attractive feature is that no one has to work unless he wants to. The unusual feature is that everyone wants to."

There is no doubt in our minds of the value of the work. I believe sufficient has been said to point out the many educational implications for the traditional school. The spirit developed in the summer program has definitely carried over into our work during the regular school year. We have many evidences of individuals who have found inspiration during the summer and have changed their whole attitude to school and to the study materials being presented by the school. Unorthodox and completely unshackled, this school stands on its own feet.

The School Maintenance and Construction Department

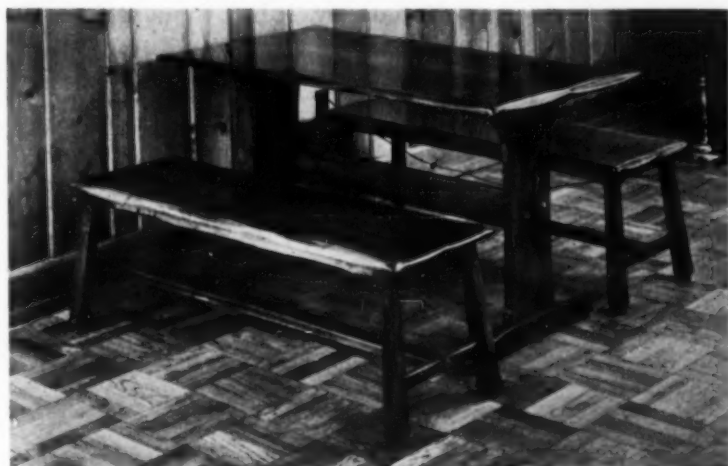
H. S. Hemenway, Ph.D.¹

Maintenance of public-school buildings has received increasing consideration during the past twenty-five years by wide-

¹Superintendent of Schools, Shorewood, Wis.

awake administrators and boards of education. The costs of new buildings has risen, due to the more general adoption of the fire-resistant type of construction, and con-

sequently school boards are concerned with keeping these buildings at the height of their efficiency for as long a period of time as possible. While through the nature of



Early American table with benches designed and made to harmonize with the knotty pine paneling of a small auxiliary dining room.



Gate-leg table and chairs for school office. This furniture was designed to fit an office where space was at a premium and where this informal furniture would help relieve the severity of other office equipment.



High School Lobby, Shorewood High School, Shorewood, Wisconsin. The keynote to a building is set in the lobby which visitors first enter. At left is a bulletin board glass enclosed; right, tables and benches at which students may work or converse while waiting. The woodwork and floor harmonize beautifully with the murals by Carl Van Treeck.

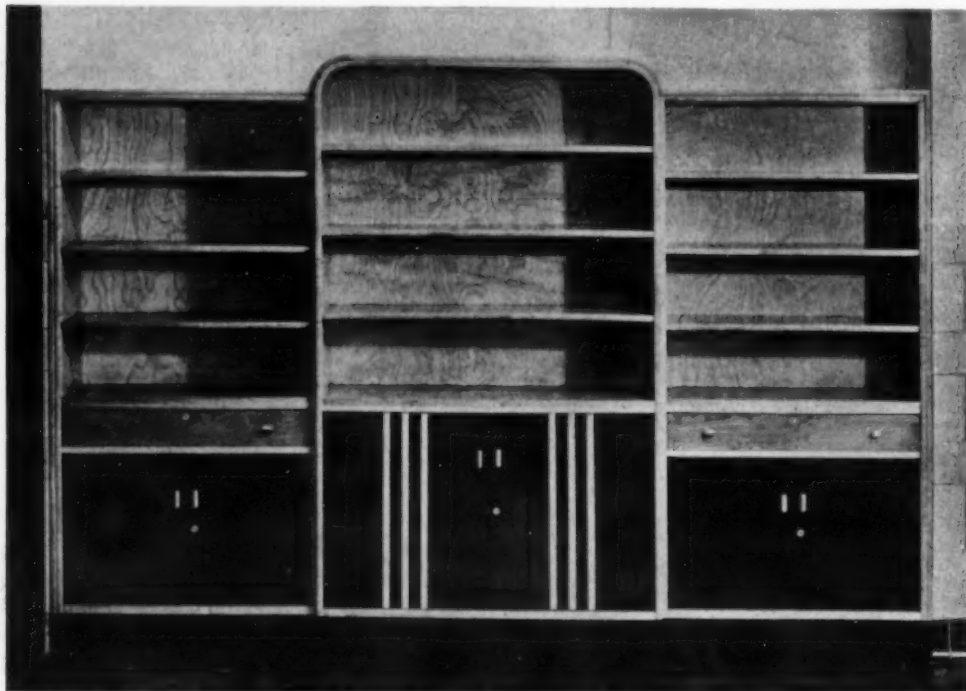
fire-resistant materials many repairs necessary in the older type of buildings are obviated, nevertheless the fact that school plants are now planned to serve a community for fifty to one hundred years makes mandatory the careful planning of all reconditioning and maintenance so that the maximum in school service may be given for the money expended.

A second consideration in the maintenance of school plants is to be found in the extended nature of the modern curriculum with its concomitant array of special rooms and equipment. Swimming pools, stages, cafeterias, auditoriums, and night lighting of play areas have brought their particular problems of repairs and

operation. Then, too, the changing nature of the curriculum and the adaptation of the school building to serve better the new needs results in building revisions planned not only in reference to present demands, but also with some semblance of consideration for future possibilities.

The School-Building Custodian

Formerly it was possible with a school program largely academic in nature to employ as a building custodian a general handyman who assumed responsibility not only for the heating and cleaning of the building but also for a large share of repairs and the upkeep of its grounds. This procedure is still in vogue in many schools.



Modern shelving for a modern study room designed and finished to harmonize with the room interior and made to fit accurately in the space available.

Tribute must be paid to the versatility of many of these schoolworkers who have served long hours at tasks they were never trained to perform, often with little recognition given them for their sacrifices in the interests of better conditions in American schools.

However, modern school maintenance is not a handyman's job. With thousands of dollars invested in equipment the variety and specialization of which is limited only by life itself, the adoption of the policy by boards of education of providing a corps of maintenance workers distinct from, but working with, operative employees to give specialized services to a school building is as inevitable as was the adoption of similar systems in industrial plants.

The Maintenance Department

In establishing a maintenance department, it is necessary that the administration set up rules clearly differentiating the functions of operative and maintenance employees. A general head of both departments seems advisable, for during vacation periods both work on the reconditioning of buildings. However, the advantages of having expert cabinetmakers, plumbers, and electricians to supplement the activities of the general building force is too obvious to require comment. Costs are determined by the number of men employed. Under the old "handyman" system, time was taken by the operative force to make necessary repairs. Under a properly organized maintenance-operative system, a building custodian completes only emergency repairs. His time and that of his helpers is given to cleaning and servicing the building. The time formerly spent by operative employees in maintenance is concentrated in one department where more or less specialized workers with a good general mechanical background are employed. The result is better maintenance; better electrical repairs and extensions; cabinetwork installed where desirable, rather than rough-and-ready "saw-and-fit" jobs; repairs on steel equipment done in a workmanlike manner; and plumbing changes made from a professional point of view.

Maintenance Department May Provide School Equipment

While no school should attempt to compete with the very efficient supply houses which furnish excellent equipment at reasonable prices, there nevertheless exists a very definite field in school equipment building which the supply house cannot serve economically. In many schools, small contractors supply this need with considerable trouble to both the contractor and the school. If a maintenance department is equipped with small power tools or has access to these machines in the regular school shops, material savings can be made and better service rendered the district. Examples of equipment of this type are rather numerous: cupboards and open shelves which must harmonize with the period design of certain rooms, tables of

(Concluded on page 85)

City School Administrative Controls¹

Edward A. Fitzpatrick²

I. THE NATURE OF THE BOOK

The author of this work describes his book as follows:

This book is a study of the principles and techniques of control in a city school system. It examines this field from the standpoint of the impersonal rather than personal elements of control and so is concerned with the paper rather than with the human features of the school machine—with the control by law rather than that by man. Essentially, the book represents a search for the principles of control and direction, a search in which the principles are tested by embodying them in practical instruments or rules through which the place and flow of authority are determined (p. vii).

One might challenge the word *search*. The book is a rather direct, if not dogmatic (the term is descriptive, not critical), statement of what Professor Sears believes are the principles and techniques of control in a city system of public schools. This becomes clearer in his statement that no experimental work is reported in the volume (p. vii) and the only claim to merit for its proposals is the reasoning on which they are based. Back of the proposals are certain basic facts and reasoning which, generally speaking, may be included within the framework of a democratic system of organization and administration. But more of this anon.

This book is born of dissatisfaction with the present situation, and consequently the author would "bring scientific knowledge to grips with the practical task of setting in order our administrative house and the theory upon which it rests" (p. 4). Even at the end of the nineteenth century there was no serious science of school administration. The books were largely "reminiscences of experienced administrators" (p. 5). State investigating committees and school surveys about 1910 changed the whole aspect of the situation. The textbooks, more factual, more logical, more complete in organization, were still made up largely of opinion at many points (p. 6). The literature even then was "incomplete" and "loosely" hung together. "We have nowhere," says the author, "a competent treatment of the fundamental theory upon which education as a function of the state rests" (p. 7). We are just "muddling through." The author undertakes this work because of the unsatisfactory point of view which dominates administrative practice and the literature of the subject. He says:

This task is undertaken because of the writer's conviction that an unsatisfactory point of view now dominates much of school administrative practice, and to some extent still, the literature and teaching in the field. Administrators rely too much upon their own cleverness in directing people and too little upon scientific study of their problems and the formulated policies in which such studies issue; too much upon the authority delegated to them to "pass things out" to their subordinates and too little upon a professional morale that rests upon a common understanding of a clearly conceived purpose and plan of action; too much upon arbitrary and often contradictory hodgepodes of rules, and too little upon a carefully developed system of law (p. 9).

From this general point of view the book deals with the "paper machinery" (the system of rules and regulations) which "everywhere supplements, defines and supports this official agency framework, this human, directing mechanism" (p. 10). This paper machinery embodies the controls which have their basis in state constitutions, state school codes, city charters, the rules of state and city boards of education. The scope of these controls, the authority, and the instruments are thus shown comprehensively in an analysis by Dr. Sears (p. 23):

Authority	Instrument of Control
I. Authority Superior to that of District	
1. Constitutional convention	1. State constitution
2. State legislature	2. School code (and other codes)
3. State board of education	3. State board rules
4. State superintendent of schools	4. Forms for reports, standards
5. County superintendent of schools	5. Forms for reports, standards
II. In Direct Legislative Control of the District	
6. Electorate of the district	6. District meeting decisions
7. District board of education	7. Rules and regulations
8. District board of education	8. Minute book (Legislation)
9. District board of education	9. Special administrative instruments: schedules, forms, procedures
III. Operating Control of the Schools	
10. Superintendent of schools and department heads	10. Records and reports
11. Superintendent of schools and department heads	11. Books of instructions
	a) For officers
	b) For pupils
12. Superintendent of schools and department heads	12. Curriculums
13. Superintendent of schools and department heads	13. Administrative techniques and procedures
	a) Score cards
	b) Record forms
	c) Standards
	d) Specifications
	e) Routines
14. School principal	14. Programs and curriculums
15. School principal	15. Work program
16. School principal	16. Grading and promotion system
17. School principal	17. Marking systems, tests
18. Teachers	18. Pupil regulations and routines of management

II. WHAT THE BOOK CONTAINS

The text itself of which the central thing is a book of rules and regulations (Part II, 106 pp.) contains an introductory part dealing with the field and facts of a control system (Part I, 56 pp.) and supplementary parts dealing with special administrative instruments using by way of illustration the legislative control of (1) salaries and (2) budgets (Part III, 92 pp.). The fourth part deals with pupil management (Part IV, 14 pp.). There are 271 pages in the book.

Part I. The first part of the book, which, presumably, is the basic theory, does two things? It states (1) the problem of school control, and (2) the theory and principles of legislative and administrative control of schools. Chapter I deals with a statement of the problem of school control very much in the form in which it would be generally accepted by students of school administration. The second chapter of Part I deals with the theory and principles of legislative and administrative control of schools. This deals with education as a state function and the function of local boards of control, followed by a definition of administration, particularly in its relation to legislation, and closes with the implications of the conception of school legislation, and closes with the implication of the

conception of school legislation and administration with a statement of certain principles, which contain nothing new or startling but which are merely generally accepted, as follows:

1. The principle of state control.
2. The principle that the board shall retain legislative control and delegate administrative control.
3. The principle that all executive authority rests with the superintendent.
4. The principle that administration must contribute staff service to legislation.

5. The principle that each subordinate executive is obligated to keep his superior advised as a superintendent keeps his board advised.

But Dr. Sears notes, in a passage that we shall recall in our discussion of the human element in school administration, that our practice is far behind our theory. The book of rules is an effective way to bridge in part this gap. Dr. Sears says:

This summary of the weaknesses in school administrative service is thus seen to rest upon several things. For example, there are the frailties of men in charge: jealousy, ignorance, selfishness, timidity, overaggressiveness, and low ethical standards; we shall always have these factors to contend with. They can be driven out only by the assertion of knowledge, skill in dealing with people, and system in organization and management. In education the principle of *rule by law* needs special attention. We have allowed our system of administration to grow up much as Topsy grew, even though at the same time we were teaching administrative fact and theory. Practice has fallen much behind theory, and at points it is questionable whether commonly accepted theory is firmly based on all the pertinent facts (p. 55).

Part II. The main section of the book and the one about which the others revolve consists of two parts: (1) how to prepare a book of rules and regulations, and (2) a book of rules and regulations for a hypothetical city. No effort will be made to summarize these regulations because every school administrator in public or private schools should study them in the light of his own

¹By Jesse B. Sears, Cloth, \$2.50. xvi-281 pp. (McGraw-Hill Book Company, Inc., New York, 1938).

²President, Mount Mary College; Dean, Graduate School, Marquette University.

³Legislative as here used and elsewhere in the context refers not to the acts of the state legislature, but to legislation within the school system: i.e., by the school board.

situation, the distribution of legislative and administrative power, of line-and-staff service, of authority and responsibility, of the purpose and functions of a school system. The rules and regulations are supplemented by extensive footnotes containing court decisions and occasional practical and theoretical justification of the rules. A specially significant part of

manager, and the ubiquitous foreman, all merged into one resplendent whole (p. xvii).

The author in this preliminary discussion recognizes the need for "discretionary leeway" at almost every point in the system (p. 11). There are "intangible things" in the school machinery that require "discriminating judgment." After defining the function of

schools, and virtually do away with the function of administration as we now understand it.

IV. WHAT IS DEMOCRATIC ADMINISTRATION?

The author believes that there are three fundamental concepts in the book—and in anticipation it may be said that they are all very significant for the administration of public education. They may be put in summarizing phrases before the author is given the opportunity to state more fully these ideas:

1. The organization and management should demonstrate the best in democratic government.
2. The authority of knowledge shall flow in all directions.⁴

3. The problem of instruction is the real objective of the control mechanism.

These, I repeat, are problems of enormous significance, and if any clear light is thrown on them this is a book of very great importance. School administration is very much in need of solutions of these three problems.

The first thing we might expect from this book is a very clear statement of what is meant by democracy and management in organization. This is important, the author says, because of its effect in shaping the social concepts of children. He makes a supplementary significant statement: "Also, where democratic management involves too much delay or inefficiency, some compromise is desirable; but autocratic control is wrong since it produces more indirect bad, than direct good, results." Democracy in school administration, the author says, is a center of interest throughout the book. It is, however, more a method of work than a form of organization, more a question of how authority is applied than where it resides. As we read these statements, we start to wonder how this book can achieve these purposes when the author has already pointed out that it deals with the impersonal rather than with the personal elements in control and that it is concerned with the paper description of a system rather than the human participation in it. This strikes us the more as we read in the author's introduction: "With a school structure that facilitates co-operation in management, that puts a premium upon bringing the best talent and the most important interests, as well as delegated power, to bear on each task, and with a general will to co-operate, democracy can become a fact in the management of schools" (p. ix). This is the first point.

There is much promised by both author and editor that at least we are to have "democratic administration" and "democratic management." There is no intelligent analysis—not any analysis of this problem. After the book is read the phrases "democratic management" and "democratic administration" are still shibboleths.

In the index there are but two references to democracy, more specifically to democracy in school control. The first reference refers to the fact that the local board, though a creation of the state, has large opportunity to express and protect the aspirations and the interests of the local community. "This," says the author, "is making the school an instrument of democracy." The author adds a little later:

⁴ Cf. also Dr. Sears' statement: "As a surgeon cannot be told precisely how to apply his instruments in an operation, so a teacher or principal cannot be ordered or directed in work that requires technical knowledge and skill. By this it is meant to imply that building such a machine is, in the nature of things, a co-operative task, since to make it requires not only the granting of power but also the applying of intelligence and the will to co-operate" (pp. 28, 29).

Author	Date of Study	No. of Cities	Portion of Rules Covered by Study	Comments
1. Barnard	1870	50	Complete	Date of rules, 1863 to 1867
2. Theisen	1917	100	Duties of board	Board minutes in 60 cities. Set of rules
3. Boggs	1920	30	Duties of principal	Stress upon administrative and clerical duties
4. Reeves	1925	90	Janitor service	Variation in provisions
5. Morrison	1926	44	Complete	Sets up principles
6. Heer	1926	83	Business functions	Good analysis; points advantages
7. Melby	1927	100	Complete	Having formal rules
8. Anderson	1927	33	Duties of teacher	Teachers' contracts and statistics governing teacher
9. Department of principals....	1928	95	Principalship	Compares results with Boggs
10. Shaw	1928	60	Supt. and board	Principles to govern supt. and board
11. Reeves and Ganders.....	1928	110	Janitor engineers	Confusion of rules with instructions
12. Holt	1928	100	Corporal punishment	In 46 cities punishment not mentioned
13. Hubbard	1929	95	Principalship	Use of principal's handbook
14. Jennings	1929	234	Personnel	Variation among cities
15. Educational research (NEA) ..	1930	95	Complete	Bibliography
16. Polster	1930	35	Complete	Literature; good criticism of rules
17. Van Dyke	1930	188	Business administration	Good analysis
18. Forseth and Troxel.....	1932	47	Complete	Rules classified
19. Shanner	1935	130	Health, hygiene and safety	Found 1,467 rules; 136 without duplicates

the introductory chapter on how to make a book of rules is a very good summary of the preceding investigations. The above chart (p. 63) lists the previous studies and indicates their character.

Parts III and IV. The third part of the book makes clear that board control is made effective through special administrative instruments as well as through its general book of rules and regulations. The use of these special administrative instruments is illustrated with reference to the salary schedule and budget preparation and control. Any city superintendent who is dealing with the salary or budget problem will find many suggestions here as to orderly procedure and control.

The fourth part of the book deals with the controls of pupil management, to which more detailed reference is made later.

III. GOVERNMENT BY PERSONS AND A GOVERNMENT BY LAW

Sometimes in the discussion it looks as if the book of rules was to solve all the administrative problems of a school system. This is because of the protest implicit in the book of what the editor (Harold Benjamin) in his introduction calls the "*Führer-Prinzip*." Opening up his statement with the "recent" demand for a democratic school administration, the editor says:

By the end of the first quarter of the present century, however, the typical school arrangements in this country resembled those of big business and the manufacturing industry far more slavishly than good educational purposes required. The ideal head of a school system was thought to be a clever man who got things done by personal force and smart maneuvers. He was a leader of the type later to be glorified in discussions of the *Führer-Prinzip*, a dynamic boss who prized loyalty and obedience above intelligence and originality in his subordinates. He planned the work, he told the hired hands how it had to be done, and then they went ahead and did it according to specifications. He was the executive director, the managing engineer, the chairman of the board of directors, the production

administration (p. 20) he goes on to say: "That is to emphasize the point that administration, though guided by laws, is in no small way a *rule of persons*." There is in this connection an excellent statement of "morale" (p. 20) which is, of course, a further emphasis on the personal elements in administration.

In all organization there is the government by law and the government by men. In school administration there has apparently been too much government by men—even clever men. This book deals with the law, or "paper machinery." By "law" the author means "all the rules, regulations, schedules, calendars, forms, formulas, measuring devices, and other fixed modes of action that have been officially established and regarded as instruments of control in the system." Since this distinction is so important in the author's thinking, we take a further statement from him:

There is need therefore for what we may term a "paper machinery" to supplement the human controls. We must have a government of laws, not merely a government of men. The powers, responsibilities, and forms of procedure must be set forth clearly in writing, partly as *controls*, partly as *explanations and guides to action*. Through these instruments of control, these rules and regulations, norms and schedules, the real nature of the functions represented by the various official positions—the essentials of the theory of administration in force—are revealed.

But we should note in this correction another statement:

The question may and does arise as to how detailed these rules should be. The more detailed they are the less elastic and adaptable they are and so, in a sense, the less responsible is the school machine. The more we are ruled by law, the less will we be ruled by persons. If the rules tell the superintendent and principal precisely how and when to do everything they are to do, then these officers are not responsible for thinking, but only for remembering—they are mere clerks, slavishly following directions. Such an interpretation of the function of board rules and regulations would destroy leadership in the

The responsiveness of the board to the people, its obligation to see that the wishes of the people affecting the schools are protected cannot be over-emphasized. This does not mean stupid subservency, nor does it require the board to work with its "ear to the ground." It does mean, however, that the board must know the community and the community's needs. Furthermore, it must be responsible for leadership in getting those needs understood and in getting them expressed in the school program (pp. 39, 40).

Need it be added that democracy must be expressed in the policy of education, but that this is hardly "democratic management" or "democratic administration" if these words mean anything specific. The other reference may be quoted in full:

The recent movement of teachers demanding rights to contribute to the formulation of school policies and to their administration is but a recognition of the principle that while one officer may be subordinate to another the subordinate has both the right and the obligation to see to it that his superior fully understands the problems and needs as he, the subordinate, sees them.⁸ It has taken years to bring this democratic principle to light, and it is now too often ignored in practice. Too often the authority is all the officer thinks of, and he jealously guards his right to see that that authority flows in one direction only. That is the conception of autocracy, the conception easiest to administer. Analysis of the nature of the task of administration, however, reveals the total inadequacy of this view and the need for the view that subordinates have both the right and obligation to contribute their knowledge wherever and whenever they have reason to think the service needs it. That is, good administration requires the superior to *listen to*, as well as to *give instructions to*, his subordinates; to seek information from them, as well as give information to them.

This conception can be embodied in the framework of a school system and made effective in regulating the service and would do away with many points of friction and misunderstanding (pp. 54, 55).

This is democratic participation in the formulation of a policy—an elementary principle of good organization—but this is hardly "democratic management," or "democratic administration." The fact is that the "paper machinery" sets up, as is necessary and wise, a definite hierarchical organization with adequate responsibility going with authority. In the statement that the authority of fact goes not only downward, as authority does ordinarily in any administrative organization, but goes in every direction, particularly upward, so that superiors may profit by the insight and experience of present subordinates. But that is our second point.

V. CO-OPERATIVE MANAGEMENT USING KNOWLEDGE AND INSIGHT OF ALL WORKERS

The second point is also of great importance in any administrative system and particularly in the administration of public schools. It is briefly summarized in the author's statement that what he introduces is the "authority of fact." This he calls a new idea, at least in its application. After pointing out that authority in school management may be conceived both as established by force or by fact or knowledge, he goes on to point out that it is the nature of delegated authority to flow downward while the authority of knowledge may flow in any direction if given freedom (p. viii). This is, of course, a problem as much of the human elements in an administrative system as in paper machinery. We shall look forward to examine the system proposed to see how it achieves this great purpose.

This is perhaps the most significant point

⁸Italics ours.



— Lambert Photo

made in the book, and yet it is not essentially a problem of the paper machinery, but of the human personnel. If the paper machinery is administered by personnel sensitive to the suggestions of subordinates, the machinery becomes less important. In this way administration would really become co-operative rather than democratic, and all workers would be happier in the work, and the system would rise to heights of achievement impossible, no matter how perfect the machinery. The answer to the "Führer-Prinzip" is not so-called "democratic management," but co-operative management within a hierarchical setup.

VI. MAKING EDUCATION CENTRAL IN ADMINISTRATION

The third point is thus stated by the author: "While of necessity school control derives from constitution and statute, yet the actual problems of instruction have been held to as the real point of departure in developing the control mechanism" (p. viii). Here is what seems to me to be the greatest idea in the development of a system of school administration. A number of years ago I expressed the idea in the phrase that the whole administrative and supervisory system in a school system is merely overhead machinery to make effective what happens to the child in the individual classroom. A school system that

always met the test of its effect in the formation of the individual child would be a great school system; and an administrative setup that constantly looked to that effect would be better than any that we have now in existence. Commissioner Graves in 1932, as noted in the text, did in his *Administration of American Education* start his treatment with classroom instruction as a central and most vital unit of organization and led up to the more general controls.

The present book merely outlines the general system of controls for "Pupil Management" in 14 of its 281 pages. In a fully developed science of school administration and out of school controls, this aspect of the problem—its relation to pupils—will be the most significant, and it is the one imperatively needed. It is more important than either of the units more completely worked out in this book. We should like to see Professor Sears or Commissioner Graves do the identical job of this book, starting with the phase of pupil management, relating it at every stage to the educational end, and building up the administrative structure in terms of educational purpose, and relating the general book of rules and the special administrative instruments to it rather than to the constitutional and legal base. In that case we would give 277 pages to pupil management and 14 pages to the constitutional and statutory phases.

School-Board Members

Who are Making Educational History in American Cities

C. H. MOORE

Treasurer, Board of Education,
Westmoreland Rural High School,
Westmoreland, Kansas

The Westmoreland Rural High School was organized July 13, 1918. Mr. C. H. Moore who was chosen treasurer, has served continuously since that time. Mr. Moore is cashier of the Farmers' State Bank of Westmoreland and it was not unusual that the patrons of the new district should elect for their treasurer, a man who had proved his ability in matters of finance. The confidence of the patrons was not misplaced and in recognition of his business integrity and deep-seated interest in education he was again re-elected last spring, and is now serving his twenty-first year as treasurer.

If the records in Westmoreland's stone courthouse could speak, they would unfold



Mr. C. H. Moore
Treasurer, Board of Education,
Westmoreland, Kansas.

an interesting story of the educational progress of the district. The new rural high school was housed in a building belonging to the Westmoreland district. The records show that from time to time additional territory came into the district.

In 1926 and 1927, the board of education made plans for buying a site and erecting a building for the rural high school. The people approved the plans by voting to issue bonds. The bond register records simply that bonds for Rural High School District Number 5 were issued August 15, 1927. There is no record of the hours and days that Mr. Moore and the other members of the board spent in working out the details concerning the building program. The building was completed in 1928.

Today the school plant consists of an adequate main building, a vocational-agriculture shop, and a structure for the students' horses and automobiles. Through all these years Mr. Moore has given freely of his time and energy in the solution of the educational problems of the community.

AXEL F. PETERSON

Commissioner of Education,
St. Paul, Minnesota

Under St. Paul's commission form of government Commissioner of Education Axel F. Peterson constitutes the city's "board of education" as provided by the City Charter. After



Mr. Axel F. Peterson
Commissioner of Education,
St. Paul, Minnesota.

serving four years as finance commissioner of St. Paul he was in June, 1938, assigned to the department of education.

Under his administration, and that of Superintendent Paul Amidon, the educational program of St. Paul has expanded along many lines. School playgrounds are being improved and brought up to date; high schools have been reorganized to relieve overcrowding and to meet better the needs of the whole city; additions are being made to three high schools and two grade schools and one six-room grade unit is being built. Retirement of older teachers has been urged and effected in a number of cases. Safety and guidance programs have been expanded, bringing national recognition to the St. Paul schools. Curriculum revision under teacher committees, with particular emphasis on the science field, is being effected. Radio education is being expanded and school records are being completely revised. A survey is being made for the purpose of determining the possibilities of extending opportunities for boys' vocational education and of beginning a girls' vocational school.

Mr. Peterson was born in Kalmar Lan, Sweden, on November 15, 1876. He came to St. Paul in May, 1885, and has made that city his home ever since. He is married and has six children—four boys and two girls.

He learned the plumber's trade in the early Nineties and worked as journeyman until May, 1920, when he started his own business. His heating and plumbing establishment at 820 Payne Avenue, St. Paul, is now being managed by his son, Robert Peterson. Mr. Peterson has served as president of the

Plumbers' Local Union and later as president of the St. Paul and of the Minnesota Association of Master Plumbers. He is now a member of the St. Paul Athletic Club, the North Central Commercial Club, the Midway Club, and the Payne Avenue Businessmen's Association.

DAVID W. HOPKINS

Member, Board of Education,
St. Joseph, Missouri

Mr. Hopkins entered the board of education on January 3, 1939, and is, therefore, a new member. Thus, while there is as yet no record of service to his credit, the significance of his entrance into the school-administrative field is found in his past activities which fit him exceptionally well for the task that is before him.

He is a graduate of two higher institutions



Mr. David W. Hopkins
Member, Board of Education,
St. Joseph, Missouri.

of learning. In 1920, he graduated with an A.B. degree at the University of Iowa, and six years later with an A.M. degree at the University of Missouri.

After a year of service as an accountant in a manufacturing concern, he turned his attention to schoolwork. In the years 1922-24 he served as instructor and coach in the Benton High School in St. Joseph. He then became vice-principal of the Central High School, and later dean of the junior college. During the years 1928 and 1929 he served as superintendent of the St. Joseph schools.

But a wider field of service awaited him. During the period of 1929-33 he served as a member of the National Congress, and upon the completion of his term of service, entered the business field.

David W. Hopkins was born October 31, 1897, at Troy, Kans. In 1918 he served in the United States Army. He is a member of the Phi Delta Kappa, Delta Sigma Phi, and Sigma Pi. He is a member of various fraternal and service organizations.

H. P. VORIES
Former Member, Board of Education,
Pueblo, Colorado

H. P. Vories, a prominent attorney of Pueblo, who recently voluntarily retired from the board of education in District Number One, was elected six times for thirty-three years of continuous service. He was first elected to the board in 1906. During this long period, the enrollment in the schools increased from 3,190 to 5,090, and the high-



Mr. H. P. Vories
Retiring Member, Board of Education,
Pueblo, Colorado.

school enrollment quadrupled. During that time, the school buildings were thoroughly modernized in their service, many of the present buildings were erected, and all of the structures have been improved.

Mr. Vories, throughout his service, always stood for the employment of the best teachers available, insisting that they be paid the best salaries the district could afford, and that they be supplied with the best equipment for efficient service. His favorite aphorism has been: "The people will complain now at the expense, if we give them the best, but they will have occasion to bless us in the future years."

Harry Vories came to Pueblo from Kentucky, in 1889, to regain his health. He has been one of the most active and energetic citizens through the intervening years. He was graduated from Emory and Henry College, Virginia, in 1884. Mr. Vories has been known for his wit and repartee, and his never failing sense of humor has helped to smooth over many a ruffled situation in the public relations of the schools.

ERSKINE RAMSAY
President, Board of Education
Birmingham, Alabama

Mr. Ramsay has served on the local board of education continuously since 1922. His present term will expire in 1942. Since Birmingham grew from a village in 1884, to its present size as an important center of population, eleven citizens have served as presidents of the board of education. Mr. Ramsay holds the all-time Birmingham record for an unbroken tenure of service as president.

When he began service, Birmingham was just entering a campaign for improvements of its school facilities. There were 38,000 pupils, 900 teachers. The annual operating cost was



Mr. Erskine Ramsay
President, Board of Education,
Birmingham, Alabama.

\$1,400,000 and school property value \$3,000,000. The increase of the above items since 1922 to 55,000 pupils, 1,500 teachers, \$2,400,000 operating expense, and \$10,800,000 school property value, will give the reader some idea of the task borne by the president of the board of education. Especially, when this school-board president is a busy industrial leader, an executive in several large companies, identified with many organizations, industrial, educational, fraternal, charitable, and social. A biographical sketch of Mr. Ramsay appeared in the September, 1934, issue of this journal.

Mr. Ramsay's accomplishments can best be told by giving here the citation by the American Institute of Mining and Metallurgical Engineers in its award to him of the William Lawrence Saunders Gold Medal for 1937:

1937—**ERSKINE RAMSAY**: (1) For his many inventions of all kinds of machinery and equipment used in bituminous coal mining and preparation; (2) for effecting improvements in coke-making that resulted in the establishment of steel industry in Alabama; (3) for skill in administering large enterprises; (4) for unceasing aid to young engineers through personal efforts; and (5) benefactions to educational institutions.

**SALARIES OF SCHOOL
EMPLOYEES, 1938-39**

A survey made by the Research Division of the National Education Association, reveals the fact that the salaries of school employees which suffered a reduction during the past decade, manifest a tendency toward a return to predepression standards. The study which

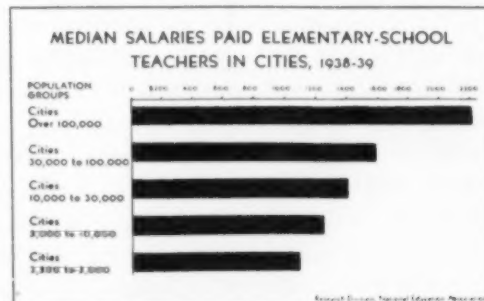


Fig. 1. Salaries of elementary teachers in the largest cities have made the best recovery.

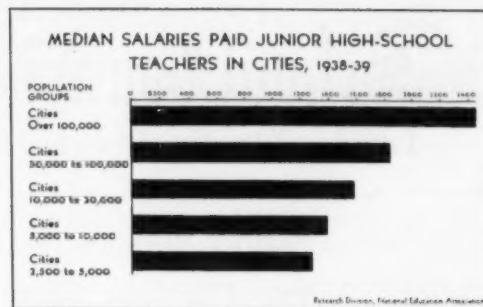


Fig. 2. Salaries of teachers in junior high schools are somewhat below the level of those paid in senior high schools.

covers some 1,800 units of population, from the largest cities to the smaller, finds that the average salary of elementary-school teachers is still 6 per cent below that of 1930-31, while secondary-school teachers' salaries in the city-size group is still 9 per cent retarded.

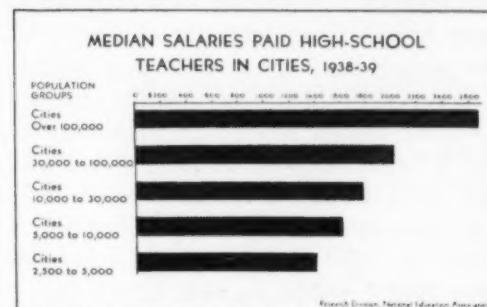


Fig. 3. High school salaries have generally made a less satisfactory recovery than those in the grades.

In a 1936-37 summary, it appears that the recovery of salaries in the smaller cities is slower than in the larger. The median salaries for elementary-school teachers in cities in 1938-39 was: Cities over 100,000, paid \$2,400; cities 30,000 to 100,000, paid \$1,600; cities 10,000 to 30,000, paid \$1,400; cities 5,000 to 10,000, paid \$1,200; cities 2,500 to 5,000, paid \$1,000.

Median salaries paid to junior-high-school teachers in 1938-39 was: Cities of over 100,000, paid \$2,400; cities 30,000 to 100,000, paid \$1,600; cities 10,000 to 30,000, paid \$1,400; cities 5,000 to 10,000, paid \$1,200; cities 2,500 to 5,000, paid \$1,000.

Median salaries paid senior-high-school teachers in 1938-39: Cities over 100,000, paid \$2,600; cities 30,000 to 100,000, paid \$2,000; cities 10,000 to 30,000, paid \$1,800; cities 5,000 to 10,000, paid \$1,600; cities 2,500 to 5,000, paid \$1,400.

Median salaries paid to superintendents of schools in 1938-39: Cities over 100,000, paid \$8,000; cities 30,000 to 100,000, paid \$6,000; cities 10,000 to 30,000, paid \$5,000; cities 5,000 to 10,000, paid \$4,000; cities 2,500 to 5,000, paid \$3,000.

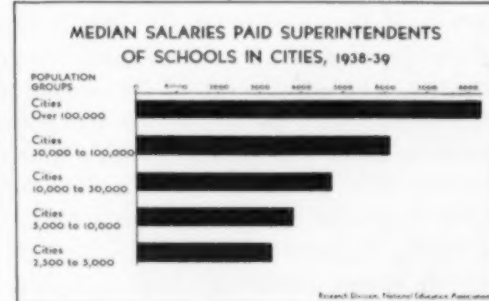


Fig. 4. Size of city directly affects salary of superintendent. (Diagrams courtesy Research Division N.E.A.)

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

School Budgets in 1939

PUBLIC budgetmaking which always involves a series of difficult procedures is a particularly troublesome problem in this disturbed year 1939. For schools and school boards it is complicated by requests for increases coming from teachers and school executives and by demands for reductions arising in taxpayers' groups and in public departments ready to snatch school dollars for their own uses.

Reductions in local property values, failures of state appropriations, and continuing difficulties in the collection of taxes have led to some fantastic situations in communities where the schools have had comfortable incomes even in the depression years. In these situations the teachers and superintendents have not always acted with sane self-control, and suggestions which have been unwise, and in some instances silly or selfish, have been printed in the newspapers. The school boards, while uniformly more cautious in public expressions, have not always made clear the underlying problems and, in a few instances, have fought public opinion where they should have aroused sympathy for education.

In spite of the pessimism of businessmen and of labor, economic conditions in the United States are such that there is no need to reduce legitimate governmental expenditures for essential departments like the schools. The states and the local communities are better able at present to do what is needed than they were at any time since 1930. Here and there slight local recessions may still be necessary, but such would not be the case if the school boards and the professional executives had planned wisely and administered the schools rightly during the past three or four years. Financial troubles of city schools in this year are distinctly the responsibility of the school boards.

The present is not a time to direct unfavorable attention to the schools by demanding large expansions to the school service. There are some lacks in the offerings of every school, particularly of the secondary school, but additions should be so fully justified in the mind of the community that there can be no objection. This is surely no time to urge that teachers must have considerable salary increases and greater allowances for pensions, sick leaves, etc. If any teachers are overpaid we have not found them, but present efforts for salary increases are justified only in the cases of distinctly underpaid teachers in smaller communities, and of teachers whose depression cuts have been continued under various pretexts. The adjustment of depression salary schedules is a duty particularly as applied to the younger teachers in the lower brackets. The present is not a time to refuse to readjust school-district and class organization when the falling enrollments in grades and junior high schools indicate the wisdom of closing classrooms and readjusting the services of principals. It is not a time to allow noticeable waste in too-small teaching loads, and to permit duplication of subject offerings to go uncorrected.

The job of school boards in making budgets in 1939 is principally the elimination of waste, the adjustment of standards which are too low or too high, and the correction of antagonistic or even of overenthusiastic viewpoints on the purposes and needs of education. Every community has its own particular problems for which specific solutions can hardly be suggested here.

The average school-board member will find the business divisions of the local school system more easy to review than the educational department. The purchasing methods, the building construction and maintenance policies, the operating plans and personnel, the central office organization are readily studied in the light of business efficiency. In the supervisory and instructional departments the superintendent must be relied upon to advise and recommend. And if his service is genuinely progressive and courageous, the superintendent may be relied upon to recommend the use of the pruning knife where activities are not essential, where departments and even schools have outlived their needs, and where materials and equipments are wasteful. The growing urge to use a part of the tax dollar for adult social welfare makes it increasingly important that the public be convinced that the schools do not waste but that they are the best means to effectively build up our democracy.

A New Point of View

THE social-welfare legislation which has been sweeping the country in the past few years represents a point of view intended to place the individual and the family ahead of the public institutions that serve the people. The public schools are feeling the reaction of this new legislation, which is to many people an attractive democratic development. The new laws which provide aid for indigent students in high schools and colleges are representative of this recognition of personal welfare of the individual child. So, too, are the newly enacted laws for free textbooks in Louisiana and Arizona and the school transportation laws in New York State, Kansas, Oregon, and other states where any child who is attending an elementary or secondary school, whether it be public, private, or parochial, may be transported. This new tendency in social lawmaking foreshadows a greater recognition of the need for harmonized variety expressive of our free democracy. It is indicative of a rebellion against totalitarian uniformity, and it presupposes that the dignity of the individual is more important than the institution which serves him or the group.

City Mayors and School Boards

IN EVERY city it is valuable for the educational authorities to note from time to time the attitude manifested by the mayor toward the schools. The intelligent chief executive of a municipality realizes that a good school system is essential to good government. He is also concerned in seeing that the schools receive an equitable share of the tax moneys, and has the confidence that a competent board of education will spend such moneys economically and wisely.

There are cities, however, in which the mayor assumes a sort of guardianship over the schools and attempts to dictate the policies which shall guide their administration. To the extent that he holds the purse strings through the veto power over

annual budgets and bond issues, and over building programs and purchases, he is inclined to attempt interference in fiscal matters. In such situations, his actual influence on instructional problems and educational programs is definite and not without possible troublesome results.

Where the laws require this interrelation between the municipal government and the school authorities, situations have arisen which have been decidedly detrimental to the interests of the schools. It is a rare mayor indeed who sufficiently grasps those elements of a school program which lie within and below the eternals, to do full justice to the work, and the programs of teachers and school executives. It is an unusual mayor who does not respond to an unwise public clamor, especially when school costs are under criticism.

The most commonly heard complaint of municipal authorities charges school administrators with disregard for other municipal services and with overemphasis on the independent right of the schools to expand their services, raise salaries, and increase taxes. The municipal authorities feel that there should be greater harmony, and that the immediate protection of life and property through the police, fire, and health departments, the street and light and similar agencies should take precedence over the schools.

No school-board member or school executive questions the needs of a well-balanced city administration or begrudges any city department the funds necessary to its work. When an actual proved need for retrenchment occurs, the schools are always willing to stand an equitable cut. The history of the decade which is coming to a close is evidence of the truth of this statement. But the schools know also that they stand a slim show of getting what they need when the mayor and his machinery of a city administration gets under way, or when politics enters the picture. No better means of truly judging school needs than a board of education has been devised. With definite statutory limitations upon a local school tax rate, the greatest measure of school independence is the best means of insuring adequate and economical school service.

The Use of School Assembly Halls

A MEMBER of a board of education in an eastern city introduced a resolution whereby the use of all school halls shall be denied for public gatherings in which controversial subjects are discussed. Immediately there were protests on the part of those who held that the public schools should be opened widely to those who wished to discuss the problems of the day and that the right of free speech and free assembly must not be restricted.

Recognizing the fact that a school is a public building, established and maintained in the interest of the public, it is still true that the purpose of a school is educational and designed to serve school children. If that be the accepted policy, it remains to determine to what extent the schools may be used for other public purposes.

An editor comments upon the fact that ingenious subterfuges are employed in securing the use of school halls. He said:

"The whole purpose of the resolution is to prevent the public-school building, supported and maintained by the money of all taxpayers, from being used as a free soapbox for every crackpot and radical group wishing to air its views, no matter how offensive these views may be to the very taxpayers who pay the bills for the use of these buildings.

"Recognizing the fact that a school is a public building established and maintained in the interest and for the use of the general public, it still is true that the purpose of a school is educational. It is not political, not social, not even governmental in the sense of providing facilities for the discussion of the problems of the municipality. A school is a school. Those who insist on using it as a public meeting place are simply panhandling from the taxpayers. If these groups must have a place to orate, let them hire a hall!"

When it comes to the more radical discussions engaged in, the defense centers its arguments upon the constitutional guaranty of free speech and free assemblage. But it should be remembered that while the constitution of the United States guarantees free speech, the agitator may employ a brand of free speech which is designed to be destructive of all the immortal document implies.

School authorities will do well to maintain a discriminating attitude toward the promiscuous applicants, radical and otherwise, who want to employ the schoolhouses of the country to exploit their doctrines.

Commercial Interests and the Schools

THE question, "How far shall the school authorities permit commercial interests to invade the school premises?" is rarely raised until some privilege has been abused and some businessman or some commercial group has voiced a complaint. As a rule, some civic or labor group finds that its special interests have been attacked or some advantage has been gained for a cause or a group which is considered inimical to the interests of the complainants.

A common form of trouble is the salesman who, without permission from the proper authority, enters a school and solicits pupils and teachers for his product or service. The transaction may or may not have been satisfactory but the merchants or association of business people who feel that the intruder has stolen an advantage, are sure to object to the high-pressure salesmanship which has ignored the proprieties or found a way around the school rules.

Less common but far more serious difficulties arise when some firm attempts or makes sales to the schools or to school people in the face of the fact that the goods sold are produced by nonunion labor or are marketed by a so-called "independent" who is at war with a commercial or industrial organization. Equally bad is the situation created by a special privilege granted for political reasons or for the secret advantage of a school-board member. No worse criticism can be heaped upon school authorities than the charge that they are getting personal advantages, or that they are knowingly allowing some public service corporations to use the pupils to the detriment of the public at large.

The whole question reduces itself to one of the protection of the school. To make school children the conveyors of advertising material or to persuade their parents to buy this, that, or the other article is an abuse which has prompted boards of education to adopt severe restrictive measures. To use the schoolhouse as a center of business promotion is illogical and certain to defeat the orderly operation as well as the true purpose of the school. The rules governing the admission of solicitors to the schools for the purpose of promoting the sale of their wares or the distribution of their propaganda to teachers, pupils, and parents should be constantly tightened.

Playing Fair with Future Health Consumers

Edward J. Storey

"I couldn't use that booklet in my schools," said one of my fellow health educators. She was speaking of a very fine booklet devoted to the care of the eyes and printed for free distribution by one of our most ethical manufacturers. The board of education said, "No." The businessman says, "Let them look at it." One group is as stubborn as the other. However, the advertiser can in reality smile and get along without the educators. He has the billboards, newspapers, magazines, movies, and the radio. All pupils are influenced by these sources, but such impressions on youthful minds are molded without guidance from qualified interpreters.

In some cities the educator has an ordinance prohibiting advertising in the schools. Certain states have limiting laws on the statutes. But, of course, no one can, or does prevent bottles of "Sweet Dandelion" milk, label attached in prominent color, from finding their way to the lunchroom. Containers of "Tootsie-Wootsie Ice Cream," "Iron-rich Raisins," and many other suggestive devices to stimulate sales appear on school cafeteria counters. It is impossible to prevent advertising within the school. Would you eliminate every national magazine and newspaper from the library tables? They carry the advertising. It is not only indispensable but of definite educational value.

If we take the attitude of definite thumbs down, it is obvious that we are playing the ostrich. If advertising is not like Caesar's wife, above suspicion, then let us stop being ridiculous, admit the problem, and solve it by intelligent selection and discussion.

Education makes health one of the most important subjects in the curriculum, as it should be. Men consider it of primary concern . . . and every manufacturer capitalizes this notion with consummate attention. But, are there no limits? How much, how far, and by

what means must educators and school boards exercise control?

Why not be sensible and evaluate the methods of educating the members of our school population, so that they will spend their money more wisely? Some advertising is good, very good, and has made possible better food and more of it. It has been of inestimable value in health conservation. Distinctions must be taught.

Plans must be made in our health programs to discuss by name the extravagant claims of patent medicines in the field of pseudo-health. Just last year in the United States, one and one half billions of dollars were poured blindly into the bottomless pit for people to cure themselves by "Aunt Jane's Magic Remedy," or some such kind of cure-all. Eventually these people either died or went to the family doctor—after their money had been spent. The new Food and Drug Act will help allay this situation, but there is no substitute for educated consumers.

As a background for such education, we have in our libraries a number of books which are so effective in changing the buying habits of people, that one large magazine publisher has established an organization, "to educate consumers on the benefit and services of advertising." They say that millions of school children are being taught to become suspicious of advertising. That is probably true, and so, if we are going to be fair, we should provide easy access to the advertising of desirable products. We want to develop fair-minded people. There is no justification for the development of intolerance in a Democracy.

We must welcome the trends to provide better censorship of the claims for health over the radio and in the newspapers, that cannot be substantiated by fact. Good taste is also assuming a leading role in the consideration of advertising copy and continuity.

More truth in advertising will be the result. Ridicule is a powerful weapon in the hands of young people. Subtlety is neither required nor necessary. If the teacher has investigated a product and found it to be falsely advertised, she should ridicule it to the heavens.

The health-education program of the school consists of three divisions: These are (1) health service, (2) health instruction, and (3) healthful school living. The first responsibility is delegated to the doctor and nurse, as assistants to the director of health education whose chief duty is to co-ordinate the services of all people, who contribute to the health of school children and hence, in major part, to the health of the community. This is the real physical, tangible school-community co-operation. The teacher at the elementary level, and the specialists in the junior and senior high school, are therefore most important factors in the achievement of a complete health program in our schools.

However, our principal concern here is with the materials of instruction in health education, and with the activities which contribute to healthful aims, attitudes, knowledges, and good health practices. We must consider the inhibitions created by misleading advertising, the "unlearning" of them, and the opportunity to learn the truths. Truth is as important for the sake of the consumer as it is for the sake of science. All of our school children will eventually represent the buying power of the nation. As they spend so will we prosper.

The best "sales pressure" of which I can conceive is not the kind that makes me want to buy, but the sort that invites me to exercise my liberty of choice. Elmer Wheeler has proven this in the success of his "selling sentences." The salesman selling moccasins to children says, "Just like the Indians wear." There is no compulsion but the sale is made.

When desirable products make a constructive attempt to help people by means of educating them to a new science of eating, keeping clean, or improving their personality, then we should co-operate with them to help them sell their goods. Under no circumstances would I believe in helping drugs or so-called patent-medicine men. It makes no difference what the product, if they promise a "sure cure" then we should shun them as we would shun the teaching of deceit.

Much space might be devoted to examples of fine advertising materials which combine truth in most attractive form concerning citrus fruit, dairy products, canned vegetables and fruits, milk, meats, etc. These pamphlets, teaching outlines, books, maps, charts, etc., frequently correlate geography, science, and history with lessons in health. Much of the material is not published in other forms, or is so scattered that it is practically inaccessible. In passing, mention might be made of the health-education materials of the Welfare Division of the Metropolitan Life Insurance Company, and of later materials of other insurance companies.

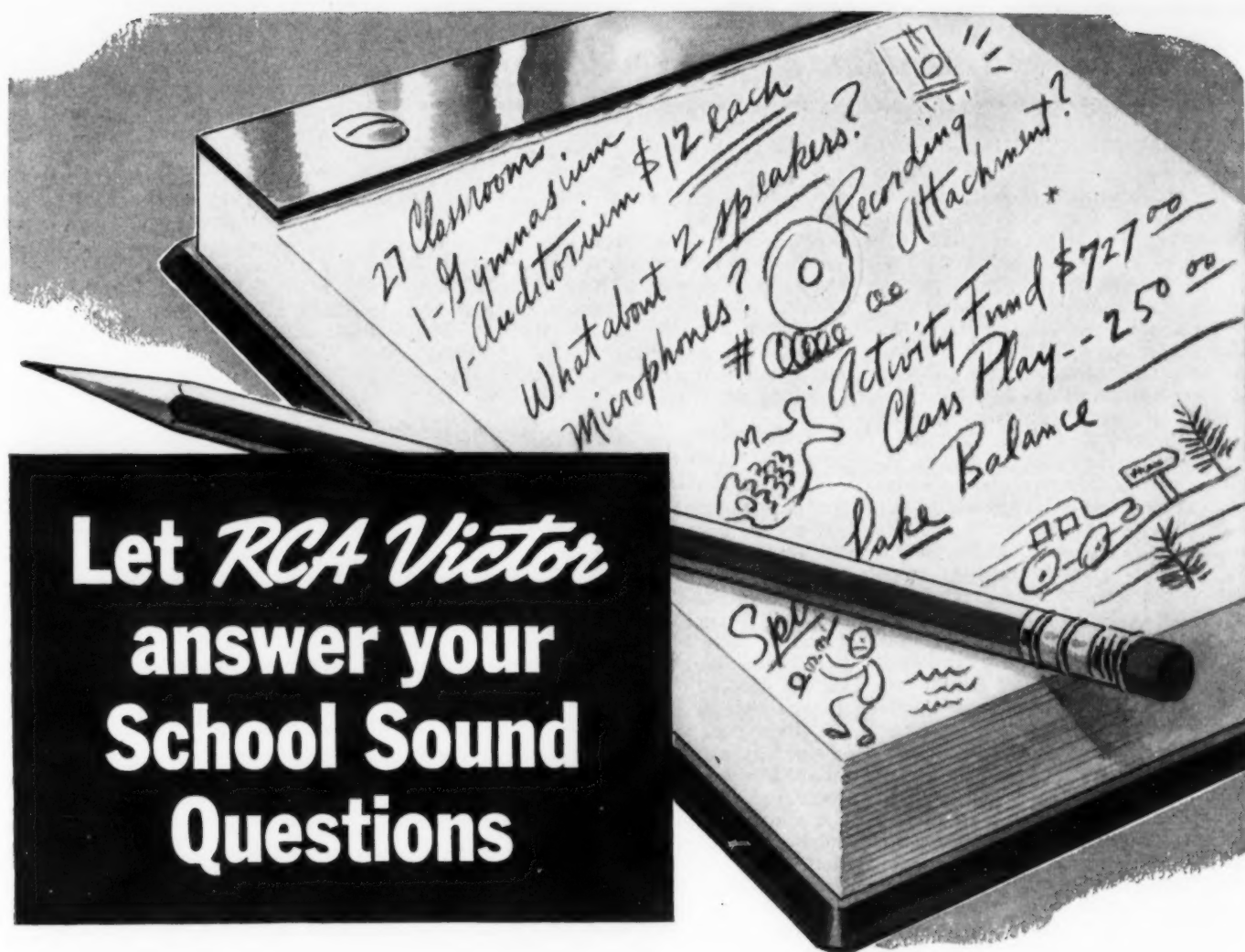
Consumer education is one phase of education that has been sadly neglected in the generation just passed. There is in many of these pamphlets, particularly those prepared by co-operatives sales groups, much material which will favorably affect our national economy and assist both the consumer and the producer. Possibly we need to develop a nationalistic spirit in trade and advertising.

Many specific examples of service which advertising renders could be given to serve the reader with a background of information

(Concluded on page 78)



Board of Education, Belleville, Illinois. Annual organization meeting when John W. Dennis and H. D. Lorenz, two new members, were seated. Left to right: Arthur J. Wright; John Dintelman; F. William Keiner; Thomas Wright; John W. Dennis; President Henry C. G. Schrader; H. D. Lorenz; C. A. Heiligenstein; Adam Heine-man, and Arno Grossart.— (Photo, Belleville Daily Advocate)



Let RCA Victor answer your School Sound Questions

AS A MODERN EDUCATOR you are doubtless giving much thought to an RCA Victor centralized sound system for your school. You are well aware of the administrative aid rendered by such a system. You know how valuable it is for students... how it enables them, in any or all classrooms, to have the benefit of fine educational radio programs... hear recordings, lectures... receive instructions... even, with the aid of an RCA Victor Recording Attachment, make their own records.

You know these advantages—but in your

mind there are many questions about this equipment. Its cost, how it will fit in with your school layout—these and other things are bothering you.

Why not let RCA Victor help solve your problem? We maintain a staff of school sound experts—men whose engineering knowledge and familiarity with school requirements will be extremely helpful to you. Just fill in and mail the coupon and we'll send one of these men to see you—without cost or obligation.

Trademark "RCA Victor" registered U. S. Pat. Off. by RCA Mfg. Co., Inc.
Modern schools stay modern with RCA radio tubes in their sound equipment.



RCA Victor

SOUND SERVICE FOR SCHOOLS

RCA Manufacturing Company, Inc., Camden, N. J.
A Service of the Radio Corporation of America

Educational Dept., (A-6)
RCA Manufacturing Company, Inc.,
Camden, New Jersey.

Will you kindly arrange to send a representative to this school to discuss with me an RCA Victor school sound system. This places me under no obligation.

Name _____

School _____

Address _____

City _____

State _____

School Administration in Action

AN ENGLISH FIELD DAY

Arriving in buses, trains, and private cars over 1,000 students and teachers from 45 Eastern New York State and Long Island high schools, gathered at the Peekskill High School, on April 21, to initiate a unique experiment in vitalizing English language and literature. So successful was the project that it will be continued as an annual event.

Although called an "English Field Day," the chief emphasis throughout the program was laid upon noncompetitive activities. According to J. E. Scott, superintendent of schools, and Richard K. Corbin, English instructor and general chairman, "Our main interest is not crowning champions, but exchanging ideas and experiences. The keynote of the day will be friendly, informal meetings."

Following the opening exercises, the guests enjoyed a varied program of English activities, which ranged from armchair reading of verse to an old-fashioned spelling bee. Apparent everywhere was a fresh enthusiasm and a spirit of eager participation as students met with capable chairmen. Crowding into rooms until there was not even standing room left, the young people eagerly entered into discussions which were excitedly carried on long after the meetings had ended.

Prominent authors, journalists, and teachers served as chairmen and judges. During the afternoon, round-table meetings were held on journalism, creative writing, motion pictures, modern magazines, vocabulary, choral speaking, books and editorial handling of manuscripts. Other sections included a student librarians' conference, a reading clinic, an armchair reading of verse, and a forum.

Among the competitive activities were included a drama tournament, a debating tournament, a spelling bee, a grammar bee, a public-speaking contest, news and editorial writing contest, a vocabulary bee, and library competitions. Following the afternoon program, supper was served in the high-school cafeteria.

A general evening assembly brought the field day to a close.

Undergirding the day's program was a four-point objective: to focus attention on the language arts and literature, to bring departments in the language-arts field into closer communion, to give students opportunity to compare their schools' work in language arts with that of others, and to stimulate individual students to further activity by providing a time and a place for the exchange of ideas and information.

BUILDING A DEMOCRATIC TRADITION IN SCHOOL ADMINISTRATION

1. Refuse to accept the role of boss. This will not be easy, for even people who don't much like being bossed expect it of an executive. Your refusal to deal with people by means of personal and official domination will take real courage, for many will think you a weakling, and therefore no proper executive. It will also take great patience, for things do not get done as quickly through co-operation and consultation.

2. Remember that the school is at all times and without exception a community for education. This goes for the administrator, for the teachers, for the pupils, and for the parents. Education rules out coercion, for education is growth shared among people who respect one another, and growth cannot be coerced.

3. Cultivate simple friendliness with everyone. If you cannot achieve a genuine friendly spirit, get another job where being antisocial won't do so much harm.

4. Keep all lines of communication throughout the school open, easy and prompt. Only thus can grievances, hurts, and errors come to the surface where they can be corrected, and only thus can good ideas be made public, to be appreciated and acted upon.

5. Act upon good ideas, whatever their source. Adoption of an idea is the surest proof

that it is appreciated, and that its author has a real part in school life.

6. Give public recognition at all times to contributions of teachers and students, especially those that the administrator himself is incapable of making. Ask and make use of the advice and special knowledge of teachers.

7. Emphasize constantly the common purposes of the school, for common purposes suggest co-operation, and if people share fundamental purposes, they do not need to be coerced.

8. Cultivate optimism. An unshakable faith will be needed in the belief that democratic methods, although they run counter in many small ways to human habits, really do answer the deepest needs of human beings. Ultimately, they will win, but they have to be everlastingly worked at.—*Dr. Lester Dix, Lincoln School, New York, N. Y.*

THE LENGTH OF SCHOOL DAY IN NORTH CAROLINA CITY SCHOOLS

The school day in the city schools of the State of North Carolina varies radically. According to findings of Supt. H. C. Miller, of Mooresville, who made a study of the situation in 51 cities, the day ranged in length from 3¼ hours in several cities to a maximum of 6½ hours. The following tabulation explains the findings:

Grade	Tabulation Range	Upper Quartile	Median	Lower Quartile	Mode
I	3.25-6.25	5.04	4.65	4.25	4.75
II	3.25-6.25	5.38	5.13	4.81	5.13
III	3.25-6.25	5.53	5.24	5.04	5.13
IV	4.25-6.50	5.93	5.68	5.40	5.88
V	5.00-6.50	5.94	5.72	5.45	5.88
VI	5.00-6.50	5.99	5.79	5.55	5.88
VII	5.00-6.50	6.03	5.82	5.58	5.88
H.S.	5.00-6.50	6.19	5.95	5.77	5.88

The most startling fact brought out in the study is that some primary teachers attempt to accomplish in 3.25 hours, the work which the majority in their grade require more than 4.50 hours. In each of the grades, five through eleven, there is more pronounced common practice in the length of the school day, 5.88 hours, and the range is more narrow. The medians of length of school day in the upper elementary grades approaches six hours, and the median of teaching hours of the 51 high schools reporting, lacks only three minutes of being six hours.

LARAMIE ADOPTS RETIREMENT PLAN

The board of education of Laramie, Wyo., has recently adopted a retirement system, which is applicable to women employees upon reaching the age of 60, and men employees at the age of 65, and upon the completion of twenty-five years of service. Under the plan, any teacher, supervisor, principal, clerk, or school nurse may be retired from the school service upon the recommendation of the superintendent and the approval of the board, and may receive a retirement payment up to and including \$50 per month.

It is provided that any teacher, supervisor, principal, clerk, or school nurse who has completed twenty years of service in the schools, the last ten of which have been in the Laramie schools, may be retired for disability, certified to by competent medical authority.

Where other retirement payments, derived from taxation, are granted the teacher in addition to that paid by the school district, the amount of such other payment will be deducted from the total allowed by the school district.—*A. A. Slade, Superintendent of Schools.*



Board of Education, Monroe, Connecticut. Left to right: Hans Dineson; Mrs. James Buckeley; Mrs. G. W. Eastwood; Mrs. Lloyd Stevens; Burton Ketcham, board members. J. Kenneth Bradley, town counsel; Edwin Shelton, chairman; Mr. Knight and Mr. Bushey.

OFFICE MACHINE TRAINING

Helps Students Get Jobs Quicker

... Make Progress Faster



**ACQUAINTANCE OR
SKILL DEVELOPED
IN THE CLASSROOM**

**... LEADS TO JOBS IN
THE BUSINESS WORLD**



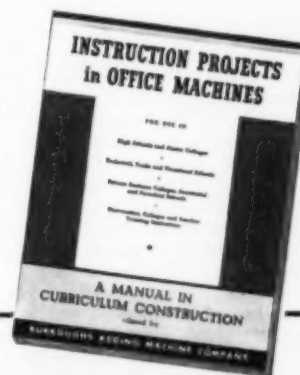
Burroughs

A STUDENT'S transition from classroom to business office is greatly facilitated when the commercial course includes office machine training. And since Burroughs machines are the most widely used in business, students who learn on them often find that they can get jobs quicker, and make progress faster.

Burroughs' experience in meeting the needs of modern business is proving of real value to many schools in planning business courses. This experience is available to you through the Burroughs Educational Division. Any information you may want—any service you may require—is yours for the asking, without any obligation.

SEND FOR THIS NEW MANUAL

This new manual is offered gratis to officers and members of boards of private and public schools, superintendents, principals, and commercial department heads. Fill in and mail the coupon today for your free copy.



Educational Division
Burroughs Adding Machine Company
6126 Second Blvd., Detroit, Mich.

Please send, gratis, your manual for those responsible for organizing business courses.

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Title _____

School _____

Address _____

TIME, LIFE and PROPERTY PROTECTED by "STANDARD!"



A Modern Standard Program Clock, similar to many we are installing in new schools throughout the country.

Dependability is all important in a fire alarm system. Specify Standard and be sure.



● Lexington, Kentucky is proud of its new William Norton Jr. High School, and justly so. It is a beautiful building planned for top efficiency and built for long life.

Standard Electric Automatic Reset Program Clocks are "Making Every Minute Count" in the educational schedule.

A Standard Electric Fire Alarm System is standing guard over the lives of students and teachers and the valuable building and contents too.

If you are planning new schools, why not protect your great investment in time, life and property with this tried and proven equipment.

Literature gladly supplied on request.

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Springfield, Massachusetts

Dept. B

Branch Offices in Principal Cities

William Norton Jr. High School,
Lexington, Ky., Frankel and Curtis,
Architects, Lexington, Kentucky.



School Law

Boards Have Conferred Powers

The Ohio appellate court has ruled that boards of education have only such powers as are expressly conferred, and such implied powers as are reasonably necessary to effectuate expressed powers.¹

Court Will Not Substitute Judgment

The Ohio appellate court has ruled that it will not substitute its judgment for that of a school board on a matter delegated to it to decide in conducting the affairs of the schools.²

Board May Adopt Reasonable Rules

A Pennsylvania court has ruled that a school board may adopt such reasonable rules and regulations as it may deem necessary and proper regarding the management of its affairs and conduct and the deportment of teachers.³

Clerk Elected by District Board

In Oklahoma, the clerk of a board of education of an independent school district, not including cities of the first class, is elected by the board of education of the district, and not by a vote of the classified voters of the district at an annual meeting.⁴

Driver Must Know of Perilous Position

A pupil, who sought to recover for injuries sustained when run over by a school bus, while running alongside of or hanging on the side of

the bus, was required to show that the driver actually knew, or should have known, of the pupil's position of peril.⁵

Evidence Insufficient

In an action by a pupil against the driver and owner of a school bus for injuries sustained by the pupil when run over by a bus, while running alongside of or hanging on the side of the bus, the evidence was insufficient to establish that the driver knew of the pupil's position of peril, so as to render the driver liable.⁶

Teacher Re-employment Because of Marriage

The Wisconsin state supreme court has ruled that a teacher who has served the requisite probationary period and whose efficiency and good behavior are unquestioned, may not be refused re-employment because of her marriage.⁷

Teacher May Not Recover

The Oklahoma state supreme court has ruled that where funds are insufficient to pay salaries, a teacher whose services are discontinued cannot recover from the school board for breach of contract.⁸

Board Has Power to Require Retirement

The Ohio state appellate court has ruled that a board of education has power to pass a rule requiring that teaching employees be retired at the age of 65.⁹

Retirement Rule

The Ohio appellate court has ruled that a rule of the board of education requiring teaching employees to be retired at the age of 65 years, does not conflict with the statute limiting the term of employment of a teacher, and requiring that

teachers already employed be considered before new teachers are chosen.¹⁰

Refusal to Re-employ Teacher

In the absence of a statute requiring a board of education to re-employ a teacher over 65 years of age, the right of the Cleveland board to refuse to do so cannot be successfully challenged, nor can its refusal to do so be held to be an abuse of its discretion.¹¹

Teacher May Not Be Dismissed on Ground of Intemperance

The Pennsylvania superior court has ruled that evidence that a teacher acted as waitress, as bartender in a beer garden, and that she served drinks and shook dice with customers, did not justify the dismissal of the teacher on the ground of intemperance.¹²

Teacher's Willful Negligence

The Pennsylvania court has ruled that evidence a teacher went to church on Ascension Thursday of 1937 and left some of the pupils unattended in school did not justify the dismissal of the teacher on the ground of willful and persistent negligence.¹³

Salaries in Excess of Budget Item

Under a ruling of the Minnesota supreme court, the yearly salaries of permanent teachers in the schools for the calendar year may not be fixed in such amounts as to exceed the budget item appropriated under the provisions of the St. Paul city charter, and if fixed in excess of the amount, no recovery of the excess can be obtained on a theory of quasi contract.¹⁴

¹⁰Harrison v. Board of Education of City of Cleveland School Dist., 19 Northeastern reporter 2d 522, 60 Ohio App. 45.

¹¹Harrison v. Board of Education of City of Cleveland School Dist., 19 Northeastern reporter 2d 522, 60 Ohio App. 45.

¹²Horosko v. School Dist., of Mount Pleasant Tp., 4 Atlantic reporter 2d 601, Pa. Super.

¹³Horosko v. School Dist., of Mount Pleasant Tp., 4 Atlantic reporter 2d 601, Pa. Super.

¹⁴Doyle v. City of St. Paul, 284 Northwestern reporter 291, Minn.

¹Harrison v. Board of Education of City of Cleveland School Dist., 19 Northeastern reporter 2d 522, 60 Ohio App. 45.

²Harrison v. Board of Education of City of Cleveland School Dist., 19 Northeastern reporter 2d 522, 60 Ohio App. 45.

³Horosko v. School Dist., of Mount Pleasant Tp., 4 Atlantic reporter 2d 601, Pa. Super.

⁴Kreiser v. Groenwald, 86 Pacific reporter 2d 990, Okla.

⁵Keirn v. McLaughlin, 1 Southeastern reporter 2d 176, W. Va.

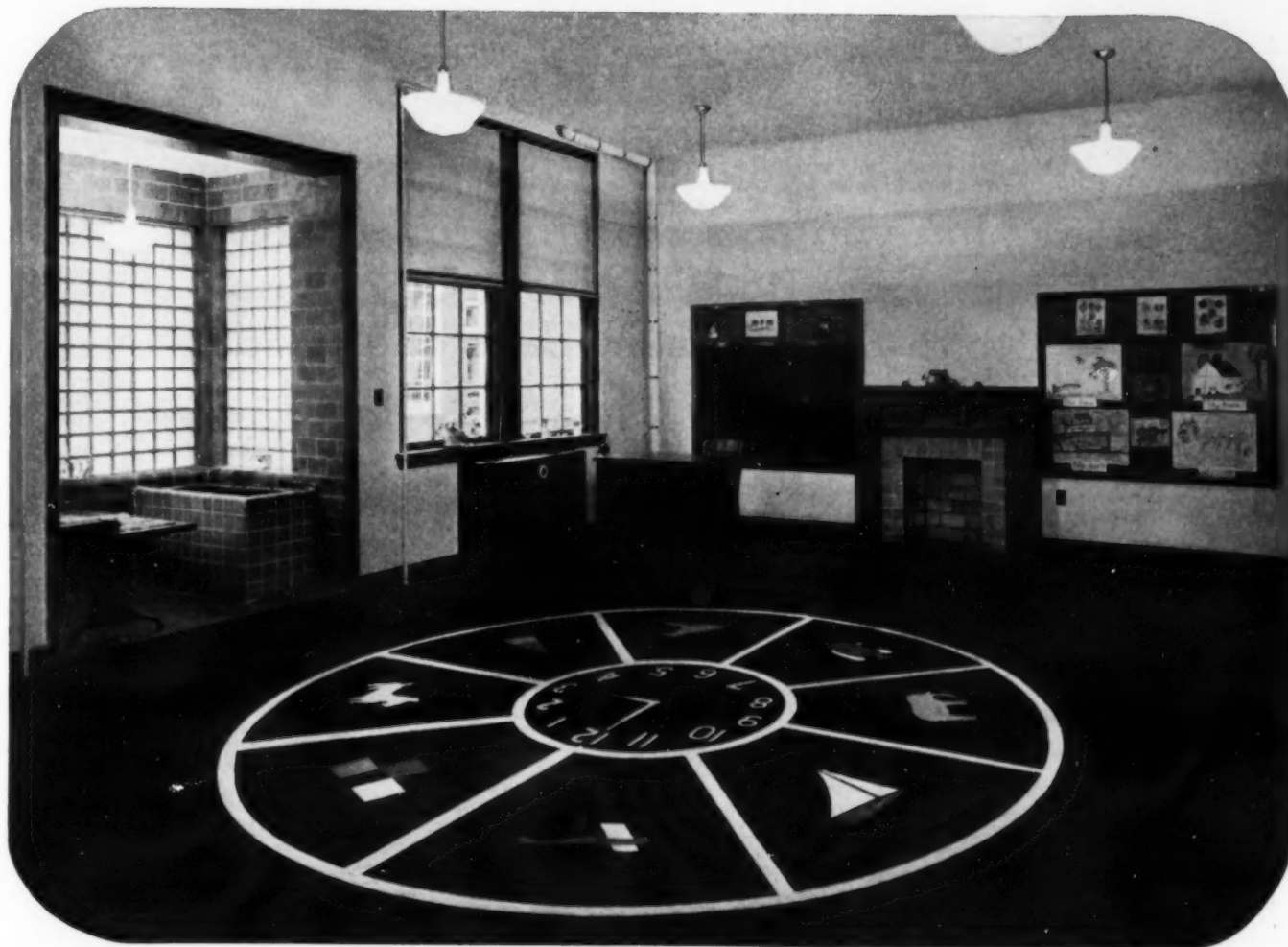
⁶Keirn v. McLaughlin, 1 Southeastern reporter 2d 176, W. Va.

⁷State ex rel. Ryan v. Board of Education, 284 Northwestern reporter 12, Wis.

⁸Pickell v. Combs, 86 Pacific reporter 2d 988, Okla.

⁹Harrison v. Board of Education of City of Cleveland School Dist., 19 Northeastern reporter 2d 522, 60 Ohio App. 45.

MARK FLOOR TROUBLES "ABSENT" with NAIRN LINOLEUM



**No clattering footsteps...no hiding places
for dirt . . . no expensive maintenance!**

Nairn Sealex Linoleum is quiet and resilient underfoot. It has a perfectly smooth surface, easy to keep spotlessly clean. And this ideal classroom floor is a real *money-saver*, too! Installed in old or new buildings with no expensive preparation. And Nairn Sealex Linoleum gives years of heaviest duty service. There's never any need for costly refinishing!

Installed by authorized contractors, Nairn Sealex Linoleum is guaranteed. Write for free literature now!

— CONGOLEUM-NAIRN INC., KEARNY, NEW JERSEY

Object lesson in modern kindergarten floors. Clock dial and simple figures have been custom-cut from Plain Color Linoleums in this specially designed Nairn Sealex Floor.

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TRADEMARK REGISTERED
LINOLEUM
Floors and Walls



As Long as Books are made of Paper and their Bindings made of Cloth — Pressboard and Glue — and subjected to Daily Wear and Handling

They will need the Protection of **HOLDEN BOOK COVERS**

You **cannot** avoid the Wear on School Books but you **can** Shift the Wear from a Costly Book to a Holden Cover and add 1 to 3 years of service to each book.

Samples Free

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President

SPRINGFIELD, MASSACHUSETTS

Teachers' Salaries

HAPPY TO REPORT!

The teachers of Kalamazoo, Mich., have received their contracts for the school year 1939-40, with increases of 5 per cent in salary. The reduction in salaries made during the depression period has now been fully restored.

BAY CITY TEACHERS' SALARY SCHEDULE

The board of education of Bay City, Mich., has adopted a new salary schedule for teachers, based on length of experience and years of training. Under the plan, teachers with no experience but having two years of training will begin at \$100 per month and will advance at the rate of \$5 per month up to \$180, after seventeen years' experience. Teachers with three years' training will begin at \$110, and will advance up to \$190 at the end of seventeen years. Teachers with four years' training will begin at \$130, and will advance at the rate of \$5 per month up to \$230 at the end of seventeen years. Teachers with five years' training will begin at \$145, and will advance at the rate of \$5 per month up to \$245 at the end of seventeen years.

Under the rules, all teachers now employed will be entered upon the schedule at their present level, and the salaries for the next year will be the next higher salary level as determined by the schedule. In cases where the present salary is four or more increments below the salary level as determined by the schedule for experience and training, the salary shall be the second higher salary level above the present salary. In cases where the present salary is above the salary provided in the schedule, no reduction in salary will be made, but no increase will be made until such time as experience and qualifications entitle the individual to such an increase.

The minimum standard for appointment to a position in the schools will be: for kindergarten, grades one to six, three years of professional training above the high school; for junior- and senior-high-school level four years of professional training above the high school, with an A.B. or B.S. degree. For the junior college, a master's degree in the field of specific teaching service will be required. All teachers before they can be appointed must be fully qualified according to the Michigan laws governing teacher certification.

Salaries of principals, supervisors, heads of departments, and junior college instructors will be determined by the schedule or experience and training to which may be added the following maximum amounts for special types of service: Elementary principals, maximum additional salary for this service, \$200, up to a maximum of \$2,550; supervisors, \$200, up to a maximum of \$2,550; junior high school and assistant in senior high school, \$300, up to a maximum of \$3,000; grade principal senior high school, \$100, up to a maximum of \$2,500; heads of department, \$100, up to a maximum of \$2,550; instructors in junior college, \$100, up to a maximum of \$2,550.

Teachers are allowed annually five days' sick leave, with full pay, and the difference between the regular salary of the teacher and the daily rate of a substitute teacher for an additional fifteen days. During the first year of a teacher's service in the schools, sick leave is granted on the basis of two and one-half days each semester. The purpose of a sick leave is to cover the absence of a teacher from school because of personal illness. Only such time as is necessary is allowed to attend a funeral. Sick-leave time is not allowed for time consumed in winding up the affairs of an estate. The absence of teachers on the first day of school following a vacation, due to a breakdown of transportation, missed trains, and the like is not allowed as sick leave.

All teachers are required to serve a probationary period of two years. Upon the completion of two years of satisfactory service in the schools, a probationary teacher becomes a regular teacher

and is re-employed on the basis of a continuing contract provided for in the rules of the board. A probationary teacher whose work has been unsatisfactory after two years of service, may be retained for one year for the purpose of allowing an opportunity for the teacher to regain the status of a satisfactory teacher.

TEACHERS' SALARIES

♦ Eau Claire, Wis. Salary increases, totaling \$3,945, have been voted by the board of education. About three fourths of the amount will be divided between teachers in the elementary and junior high schools, and the balance among teachers in special schools, departments, and office workers. Increases for teachers in the grades and the junior high school amount to \$30 a year each. Only ten of the teachers in the senior high school will receive the \$30 increase. Principals will receive increases of \$50 each, and teachers in special schools from \$30 to \$50.

♦ Dunellen, N. J. The school board has renewed the teachers' contracts with salary adjustments. A new rating system has been devised which fixes salaries according to the character of work performed. The increases range from \$50 to \$200.

♦ Ann Arbor, Mich. New contracts will not be offered to teachers until September 1. The delay was decided on by the school board to meet a situation involving proposed amendments to the state teacher tenure act. The board does not desire to bind itself with contracts under the present law should the amendments be passed.

♦ Waseca, Minn. The school board has re-elected all teachers, with slight increases in salary for the next year. The total increases will amount to \$1,716 over last year's salaries, with \$1,203 for high-school teachers, and \$513 for grade teachers.

♦ Urbana, Ill. The board of education has approved salary increases for 21 teachers, totaling \$1,100, for the next year. The salary increases bring the instructional costs for next year to \$123,557.

Your Schools Deserve the Advantages *Kewaunee* Gives

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—Without Any Extra Cost

When your school requires new furniture equipment, think first of Kewaunee. Do this because Kewaunee offers you so many advantages in addition to economical prices.

First, every piece of Kewaunee Furniture is designed for greatest teaching efficiency and to accommodate more students. *Second*, Kewaunee Furniture, whether made of wood in our Kewaunee Plant or fabricated from Steel in our Adrian Plant, is an example of finest craftsmanship. *Third*, Kewaunee field engineers are in constant touch with practical teaching problems and assisting in their solution. *Fourth*, the Kewaunee organization is nationwide with a background of 34 years of experience in equipping America's leading educational institutions.

So, in justice to your Schools, be sure to get Kewaunee's attractive prices, plus the other advantages Kewaunee gives. Write today for the Kewaunee Catalog.

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Chemical Laboratory,
Municipal University, Omaha, Nebraska
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Cooking Laboratory
Wabeno High School,
Wabeno, Wisconsin

♦ Carroll, Iowa. All teachers have been given salary increases of 4 per cent for the next year.

♦ Waukesha, Wis. The school board has voted to continue the policy of last year of raising the compensation of teachers in the lower brackets. The lowest salary is \$1,050 in the grade schools, and the highest is \$2,200 in the senior high school.

♦ East Waterloo, Iowa. All teachers have been reappointed, with increases of 2½ per cent for the year.

♦ Henderson, Ky. The school board has given a 5 per cent increase in salary to all teachers. The action means that the payroll will be increased by \$7,000 during the next year.

♦ Greeley, Colo. Salary increases of \$5 per month have been given to 135 teachers in the schools.

♦ Aberdeen, S. Dak. The school board has given increases of 2½ per cent to teachers in the lower brackets.

♦ Muskegon, Mich. The school board, as an economy measure, will not replace 20 teachers who have resigned or transferred. All teachers will suffer a 10 per cent salary cut for the nine-month term next year.

♦ Lawrenceville, Ill. The school board has reappointed all the old teachers, with increases of 10 per cent in salary. The increases are being given as an inducement to attend summer school.

♦ Woodhull, Ill. The members of the teaching staff have received a straight 10 per cent increase in their salaries for the next school year.

♦ Brookline, Mass. The school board has reduced the annual salary increases of teachers from \$100 to \$50 each. The action is in line with the general plan for economies in all city departments. A saving of \$4,600 will be effected.

♦ Indianapolis, Ind. The school board has given salary increases to teachers, totaling \$220,000 a year. A new schedule restores most of the teachers to their 1931 level, provides recognition for professional advancement, and removes inequalities among teachers with similar training and service. The new schedule which goes into

effect January 1, 1940, provides the average of \$10 per month.

♦ Cape Girardeau, Mo. The school board has voted to restore the remainder of a salary reduction made during the depression. The restoration which is 6¼ per cent for high-school instructors, and 5 per cent for grade-school teachers, ranges from \$50 to \$100 per teacher per year.

♦ Evanston, Ill. The board of education of Dist. No. 76 has ordered a \$6,000 reduction in the appropriation for teachers' salaries in 1939. It is the first step in a program to cut expenditures approximately \$25,000 below 1938. The retrenchment has become necessary because of a \$2,000,000 decrease in the district's assessed valuation.

♦ Birmingham, Mich. The school board has voted to give teachers and principals salary increases amounting to a total of \$9,000 for the year 1939.

♦ Minneapolis, Minn. The board of education has voted to eliminate sixty teaching positions in the school system for the year 1939-40, with a net saving of nearly \$50,000. A steady decrease in pupil enrollment, according to Supt. C. R. Reed, has caused a teacher turnover of approximately 100. The remaining positions will mean a saving because younger teachers starting at lower salary scales, will replace those at higher salaries who retire or find employment elsewhere. A teacher personnel list of 2,500 has been set up, with automatic salary increases amounting to \$90,000.

ADOPT TEACHERS' SALARY SCHEDULE

The board of education of Sapulpa, Okla., has adopted a new salary schedule, based on the state schedule, which requires that elementary teachers shall hold bachelor's degrees, and junior- and senior-high-school instructors master's degrees. The local schedule is 10 per cent above the state schedule, which pays a minimum of \$85 and a maximum of \$110 to teachers with a master's degree; a minimum of \$80 and a maximum of

\$100 to teachers with a bachelor's degree; a minimum of \$75 and a maximum of \$90 to teachers having 90 semester hours of credit but holding no degree; a minimum of \$70 and a maximum of \$85 to teachers having 60 to 89 semester hours of credit but holding no degree; a minimum of \$65 and a maximum of \$80 to teachers having 40 to 59 semester hours of credit but holding no degree.

The schedule takes into consideration the type of work to be done, the teacher's training and experience, and the teacher's economic status and sex. For example, the head of the industrial-arts department receives \$2,100 per year on an eleven months' basis, while a regular classroom teacher with a master's degree, receives \$1,200. No graded schedule is maintained, but an effort is made to fit the salary to the service given in the schools.

SCHOOL CAFETERIAS SUCCEED

In reporting on the work of the school cafeterias conducted by the board of education at Port Arthur, Tex., during the school year 1937-38, Mr. L. B. Abbey, business manager, reports a surplus of \$8,068.99 made during the previous eight years.

The activity is conducted on a nongain, non-loss plan, and lunchrooms are operated in four schools for white children and one for colored children. Each school has its own manager and reports directly to the business office of the board of education. The business manager supervises and directs the purchase of supplies, receives the cash, and pays the bills.

The lunchroom managers teach regular classes in home economics, and their salaries are charged to instructional services. The lunchrooms are charged with supplies, cooks, dishwashers, and other help, and water, gas, electricity, etc. Pupils whose families are on relief are used for minor services, and in return are given free lunches.

The cafeteria menus are planned to provide appetizing and healthful meals, at the most reasonable prices, and to develop correct eating habits among the children.

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No. 260 Steel Movable Desk



Separate Desk and Chair No. 302



No. 220 Recitation Chair



Classroom Table No. 240



Table No. 250

Teachers and Administration

TEACHERS' LEAVES OF ABSENCE

The board of education of Salisbury, N. C., has adopted rules governing leave of absence in which the following paragraphs appear:

1. Leaves of absence may be granted upon request to teachers who plan to study for professional improvement for an entire school year, or in exceptional cases, for a semester.

2. Emergencies of accidents or illness, etc., shall be given consideration depending upon merits of the case and the length of satisfactory service of applicant.

3. Leaves of absence to permit teachers to accept temporary employment elsewhere will not be granted.

4. If and when a leave of absence has been granted in a maternity case, application for election shall be considered only when it coincides with the beginning of the school year, and not less than four months following confinement.

5. A leave of absence does not carry a guarantee of re-employment but, as stated, merely provides a preferential consideration for employment at the regular time teachers are elected for the next succeeding year. Applications for employment shall be made in the same manner that other teachers apply and the responsibility for making the application shall rest upon the teacher who is interested in securing employment or appointment in the schools.

An application for a leave of absence, except in a case of emergency, must be filed in writing at least three months before the date when it is desired.

TEACHERS AND ADMINISTRATION

♦ Leominster, Mass. The school board has adopted a new rule, barring married women teachers from positions in the schools. Teachers

who marry in the future will automatically forfeit their positions.

♦ Goose Creek, Tex. The trustees of the school district have discontinued the tenure employment plan under which the teachers, principals, and janitors have worked for a year. A revised tenure contract will be presented for consideration next September.

♦ Chicago, Ill. Mr. B. L. Majewski, a member of the school board, has proposed that municipal jobs be split up among more families. In cases where a woman is a teacher and her husband holds a city office, he suggests that they choose one job or the other, leaving one position for an unemployed person without relatives on the city payroll.

♦ Rockford, Ill. A revision of the teaching procedure in the city schools has been started to offset instructional problems caused by shrinking grade-school enrollments. Teaching staffs will be reorganized, with the number of special teachers greatly reduced, and the number of home-room teachers increased. The duplicate system, with units of 12 or 10 teachers, will give way to a like number of home rooms, with units reduced to eight teachers. A number of special subjects will be combined, while teaching of arithmetic will be made a special subject. The system provides for a combination of music and auditorium classes, physical education, and health instruction. Arithmetic will be the fourth special subject under the plan.

♦ Delphi, Ind. The Carroll County board of education has ruled that within three years, all teachers in the county schools must secure additional training.

♦ A new teacher-retirement law has been passed in Kansas, which permits veteran teachers in the school service to retire on pension. The law provides a state pension not to exceed \$30 a month, and the local board of education may provide a smaller supplementary amount. The plan becomes operative whenever a teacher reaches the age of 70, and younger, when a teacher becomes incapacitated.

♦ Lynn, Mass. The school board has asked the subcommittee to prepare a list of married women who are subject to call as substitute teachers. The board plans to retain only the married women whose cases are deserving. The inquiry was begun following a disclosure that many wives, whose husbands have steady employment, are obtaining the bulk of the work.

♦ Brentwood, Pa. Faced with an oversupply of teachers for the positions available next year, the school board recently sent a letter to nine married instructors, pointing out that it would be necessary to dispense with the services of four teachers, and asking those who are married to resign. The letter was disregarded and none of the nine teachers has expressed a desire to step aside.

♦ Ottumwa, Iowa. The school board has ruled that teachers and janitors upon reaching the age of 65 shall be automatically retired. The rule, which does not provide a pension, will affect six principals, five teachers, and three custodians.

♦ Manistee, Mich. The board of education has approved a new sick-leave plan, allowing cumulative sick-leave pay for teachers. The number of unused sick days will be allowed up to a 30-day limit. All teachers are allowed five days off, with pay, during the year for sickness.

♦ Melvindale, Mich. Teachers who live outside the city have been asked to show cause why they do not live in the city, or prepare to move. Under a new rule, they must live in the city if they wish to hold their positions.

♦ Maquoketa, Iowa. Under a new rule, teachers in the schools will be required to keep their contracts on and after July 1, 1939, or they will be penalized for breaking them. Grade teachers will be penalized \$50, and high-school teachers \$65. The action was taken by the board because in recent years the board had been forced to find new teachers a short time before schools opened in September.

♦ Frankfort, Ky. The school board has passed a rule, requiring general health certificates of all teachers and school employees.



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School Records for Tomorrow

C. W. Lofgren¹

As a nation Americans have had a free and easy attitude toward the making and keeping of records. How many an older man has not been embarrassed in recent years to find that he has carelessly failed to preserve his birth and school records and that his "papers" are generally insufficient for establishing important public and private rights! Our public offices and officials have been as easygoing as have private citizens, and few are the school, municipal, or state offices that can boast of reasonably complete, accurate, and uninterrupted records. In recent years, this attitude of carelessness has slowly changed so that public officials are quite conscious of their recordkeeping duties. They are even becoming aware of the important fact that permanent inks and permanent papers are essential for making permanent public records.

Ink Costs Little

Ink is without question the least expensive but one of the most important elements in the making of records. A vast number of entries may be made with a small amount of ink. But, if that ink fades or runs, even the most permanent rag paper and the most meticulous care of clerk and accountant will be lost.

To most people *ink is ink*. To the public official, however, ink must have the qualities implied in the original meaning of the word which is derived from the Greek *enkauston*, meaning "burnt in." A good ink must be a solution or liquid which "burns into" the paper and makes a permanent mark. It must have three qualities: First, it must be waterproof

so that, when it has once dried into the paper, it will not again liquefy or run. Second, it must be permanent to the ravages of light and time. It should be legible for as many years as the record may be needed. Finally, it should flow freely from a steel or a fountain pen.

The only type of ink which seems to have all the qualities of color, flow, and permanence acceptable for present-day standards is that known as blue-black. And finally, the choice of an ink must be supplemented by a guarantee of permanence given by the manufacturer on the basis of many years of proven performance.

School Records Important

• School records are of sufficient importance to require the use of a permanent-record ink. There is no excuse for writing teachers' and principals' records of pupils in the impermanent ink usually considered satisfactory for children's use. The recent tendency of developing forms sufficient for twelve years' use makes the use of good record inks all the more important. These inks do not have the tendency to smear, but forms remain neat even under the constant handling to which they must be submitted.

In many schools, the pupils in the grades use a washable ink. To prevent damage to clothing, furniture, and floors it is considered advisable to use writing fluid which can easily be removed. Where this plan is followed, manufacturers of ink advise the change to permanent-record ink in high school. Older children may well acquire the habit of using the permanent types of inks.

ADOPT SCHOOL-BUS STANDARDS

Representatives of 48 state departments of education, with automotive engineers and manufacturers, held a conference during the week of April 10 to 17, at Teachers College, New York City, to formulate standards for school buses which would spell safety and economy.

At the conference, the most important decisions were the adoption of standards for body sizes, the use of all-steel construction, and the selection of a definite school-bus color.

The adoption of six body sizes will, it is believed, obviate the present conflicting and needlessly varied specifications from purchasers. Simplification and standardization, in the long run, will permit of more economical manufacture and more rapid delivery.

The requirement of all-steel bodies for buses is an extremely important one. It is agreed that the all-steel body offers the greatest protection to life and limb in case of collision or capsizing. The specifications also provide that the buses must be equipped with safety glass.

The choice of a visible yellow for the school-bus color is based on two considerations—durability and visibility. The six shades, which range from chrome yellow to federal yellow, are easily identified and offer the greatest contrast with black lettering. The safety factor will be appreciated when motorists all over the country become acquainted with the new color.

Speaking on the economies which will result from volume production of a high-grade school bus and which will have a far-reaching effect on rural education, Dr. Frank W. Cyr, of Teachers College, New York City, pointed out that in one state alone, there are 3,000 schools having an attendance of not more than ten pupils, and many schools with less than ten. "Good transportation within the budget limits of the rural areas means that the schools will be centralized, with immense benefit to the pupils as well as the taxpayers."

COST OF SCHOOL TRANSPORTATION IN DALE COUNTY, ALABAMA

Some interesting statistical data on consolidation and the cost of transportation of pupils will be found in the annual report of the schools of Dale County, Ala. The figures compiled by Miss Onnie Ard, custodian of school funds, show the cost of operating a fleet of 36 buses purchased in the fall of 1936 and three purchased in 1937. Before this fleet of modern International buses was purchased, the pupils were transported in a variety of vehicles, operated on individual contracts. With the inauguration of consolidation and transportation some twelve years ago, each of the fifteen central schools has taken the place of two or more old schools, mostly of the one-room type.

With a standard, up-to-date, publicly owned fleet of buses, much safer and more economical operation has been possible. The report shows that the total expenditures, exclusive of new equipment and depreciation, for the scholastic year ending July 1, 1938, amounted to \$29,514.31. The depreciation on transportation equipment owned by the board amounted to \$7,303.65, making the total for expenditures and depreciation \$31,997.96. The total monthly salary of bus drivers was \$720, or \$20 per driver.

The number of school routes covered by the buses is 44. The average length of the routes is 24.9 and the number of miles one way (single trip) is 977.6. The number of children transported to school is 3,203, and the total seating capacity of the buses is 1,980.

The school system owns a garage, which is large enough to house the entire fleet. A service shop is maintained in one corner of the building, with one full-time mechanic and one part-time assistant employed. Gasoline and oil are transported in the service truck to the buses at each school. Supt. P. W. Lett, of the Dale County board of education, says that great care is taken in selecting drivers and that they are continually reminded of the importance of their work and the necessity for safety. Ease in servicing the 36 buses has been an important factor in making operation safer and more dependable than the former vehicles hired on contract.

Balance for Term Ending						JUL 24 1912	191	
No. of Books	Balance Last Term	Paid during Current Term	Withdrawn during Current Term	Returned Amount	Dividend Credited	Interest deducted	Total due on 7/20/12	REMARKS
1	474.17	130		539.17		16.15	670.22	
2	349.12	52	32000	55.7		165	3277	
3	197.6	26	974	83		249	9849	
4	1179.76	190		1344.76		3734	1947.10	
5	510.23	162.36	510.23	812.5		244	164.94	
6	219.21	52	25	430.21		1261	468.22	
7	504.97	91		550.97		165	618.48	
8	500.8	26		630.8		189	779.7	
9	100.1	24		124.1		480	577.86	
10	270.71	1500		787.71		561	1348.9	
11	57.88	32.50		104.38		519	155.50	
12	2070.51	162.50	1070.51	81.2		244	164.94	
13								
14	142.541	52		194.541		402.3	234.84	
15	673.1	78	20	663		199	107.30	
16	95.88	32.50	649	416.2		2749	959.99	
17	27.25	65	20	46.25		491	201.16	
18	186.38	52		109.38		32.6	154.23	
19	510.23	26	8000	112		342	26.48	
20	462.7	19	2009				400.2	
21		30	130				66.1	
22	104.8	26		103.8		516	119.63	
23	477.26	52		635.26		1900	1363	
24	207.23	52		259.23		320	579.23	

The value of record ink is shown in the illustration above which is made from a public record that went through the famous Ohio River flood of 1937. The book from which the page is taken was submerged in water for four months. After the paper had been dried every entry made with permanent record ink was fully legible.

CLASSROOM ON WHEELS



Thirty-eight eager students boarding the bus for a tour in which first-hand information supplements book and classroom study.



This attractive International Bus is ready to take the seventh grade natural science class of Skokie School, Winnetka, on a field trip to Field Museum and Chicago Zoological Park (Brookfield Zoo).

Soundproofed International at Winnetka, Ill., Has Amplifying System, Radio, Desk for Teacher

Field trips are an important part of the educational program at the Winnetka Public Schools, Winnetka, Ill., with a new International Bus filling the responsible role of mobile classroom.

This modern classroom on wheels is soundproofed. It has a public address system, a radio, and a desk for the teacher. There is ample lighting and ventilation. Soundproofing and amplifying equipment enable teachers to carry on regular classroom discussions to and from the field trip destination. Forward-facing seats are of varied height to accommodate large and small children.

The bus has a seating capacity of 60. It is used for field trips five days a week throughout the school year when weather is favor-

able. Three days are given over to grade school groups. The junior high has access to the equipment the other two days. In addition, the bus is used regularly morning and afternoon for transporting pupils to and from school. These pupils pay a small annual fee for this service, thus making the equipment self-supporting.

Not only in suburban Winnetka, but in progressive communities throughout the country, International School Buses are helping young Americans get a clearer picture of industry, commerce, history, science, agriculture, and the arts through field trips. Find out how your school can benefit from a new International Bus. The nearest International dealer or Company-owned branch will be glad to be of assistance.



Above: Lloyd V. Long, director of field trip work at Skokie School, talks over the public address system. (Right: S. R. Logan (left), associate superintendent of the Winnetka Public Schools and originator of the mobile classroom idea, discusses field trip plans with Mr. Long.



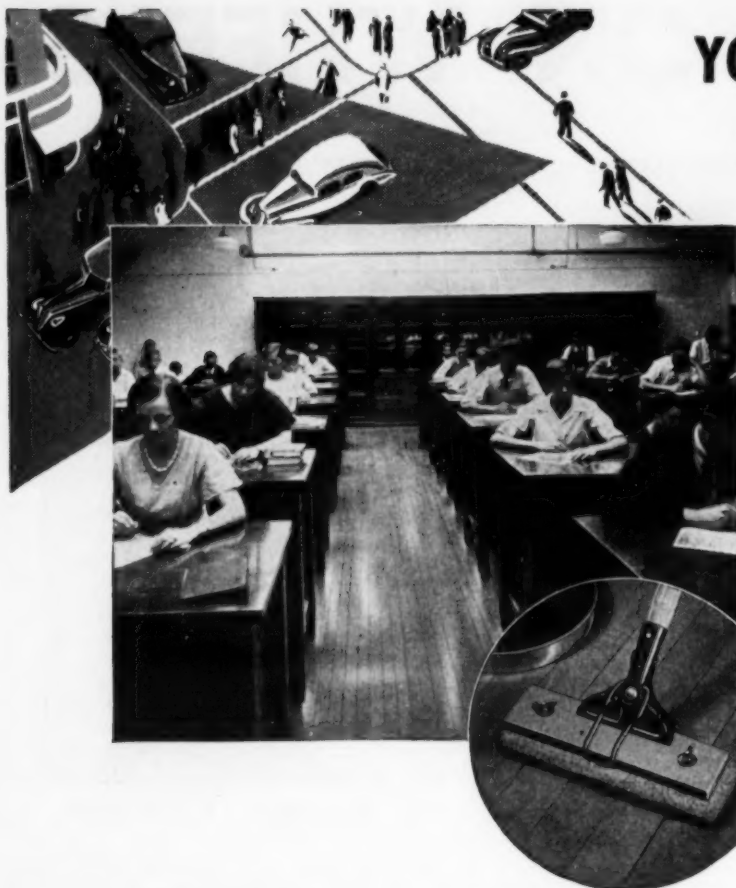
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School Finance and Taxation

SCHOOL COSTS IN WISCONSIN

The Wisconsin Education Association has completed a study of school costs, showing that twelve years of schooling costs the taxpayers of an average community \$922.32, which represents the public's investment in helping the pupil become a productive, useful, and intelligent member of society.

The Association estimates that parents invest an average of \$5,500 in caring for a child up to the time of his high-school graduation. The cost for food, clothes, shelter, and doctor and dental service began six years before the child started to school, and continued through his twelve years of exposure to education.

FINANCE AND TAXATION

♦ A survey of the school expenditures of Georgia will shortly be conducted by the State Department of Education. The State Board of Education, upon request of the state economy committee, has adopted an eight-point program looking toward the reduction of expenditures in local school systems. The program includes proposed reductions in transportation costs, consolidation of small schools, elimination of overstaffing of schools, dismissal of clerks or assistants for county superintendents, elimination of supply teachers, and economies in administrative offices.

♦ Hannibal, Mo. The board of education has adopted a budget of \$270,663 for the school year 1939. This is a decrease of \$7,793 from the estimate of 1938. The largest item is \$158,216 for instructional expenses.

♦ Iron River, Mich. In voting to close the James School for the 1939-40 school term, the school board will effect a saving of \$5,340 in current school expenses. The 60 pupils and four teachers will be transferred to other schools, with a saving in salaries, maintenance, fuel, light, etc.

♦ Grand Rapids, Mich. The school board has prepared a tentative budget, calling for \$2,582,425 for the year 1939. This represents an estimated deficit of \$60,000, which excess collections of delinquent taxes are expected to cover. The cost of instruction for the next year has increased \$13,000 over the year 1938.

♦ Beloit, Wis. The total budget of the public schools for the year 1939 will reach \$435,958. Of the total amount, \$346,268 will be raised by taxation. The income to be derived from state aid, county taxes, and miscellaneous items, will amount to \$89,690.

♦ Moorhead, Minn. The school board has voted to reduce the school bonded indebtedness from \$500,000 to \$283,764 during the year 1939. It is proposed to pay off \$54,235 during the year.

♦ Houston, Tex. Mr. H. L. Mills, business manager of the school board, has given warning that the school board may be compelled to borrow half a million dollars to meet the pay roll for the remainder of the school term. The cash balance in the general fund on March 31 was only \$32,115, and the bimonthly pay roll averages \$207,000.

♦ Cape Girardeau, Mo. The school board has adopted a budget of \$220,890 for the school year 1939-40. The budget includes an item of \$6,900 for the restoration of teachers' salaries.

♦ Highland Park, Mich. The budget for the year 1939-40 calls for an expenditure of \$1,252,127. The estimated income is \$113,000 less than last year's receipts.

♦ New Bedford, Mass. The school board has taken steps to keep within its budget, which has been reduced by \$20,000. A number of curtailments of activities will be necessary, including enlargement of classes, transfer of pupils, and elimination of night-school classes.

♦ Plymouth, Mass. The school board has voted to cut \$22,950 from the budget for 1939, through reduction of salaries and operating expenses, and the employment of five less teachers. The salary of the superintendent was reduced from \$4,700 to \$4,500.

♦ Seventy-four second- and third-class school districts in Pennsylvania have obtained relief for their financial troubles with the issuance of state subsidy payments totaling \$1,000,000, which had been held up since March. Regular semiannual payments to other second- and third-class districts, as well as to the two first-class districts—Philadelphia and Pittsburgh—will be made in due course, according to the officials of the state department of education. About 350 districts had filed emergency requests for a total of \$11,000,000.

♦ Marlboro, Mass. Cuts which were made in the school budget this year by the mayor and the city council began to be felt recently, when it was found impossible to obtain money for improvements in the heating system of one school building. Supt. E. P. Carr, in his report to the board, suggested that existing vacancies in the teaching staff go unfilled.

♦ Macomb, Ill. The school board has voted to begin plans for liquidation of the anticipation warrants. The indebtedness of the board has been reduced from \$40,500 to \$30,000 with the receipt of new tax money. It was voted to set aside \$5,000 from the school funds each year to pay off this indebtedness during the next six years.

♦ The Fordson board of education at Dearborn, Mich., has adopted a budget of \$1,827,250.92 for the school year 1939. The budget will require a tax levy of \$959,911.94 for operating purposes, and \$477,930.80 for debt service, which calls for a tax rate of \$6.12 for operating expenses, and \$3.05 for debt service, based on an increase of \$8,000,000 in assessed valuation.

ELECT NEW OFFICERS

The Public School Business Officials Association of California has elected new officers for the year 1939. They are:

President, Don B. Rice, Oakland; first vice-president, Walter Barber, Long Beach; second vice-president, William A. Johnson; secretary, Al P. Mattier; treasurer, Vaughn Seidel, Oakland.

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You can gain this positive control, unusual Master-Key flexibility and added protection of BEST LOCKS without changing your present lock hardware. But whether you do this...or install completely new BEST equipment...you will find that BEST LOCKS *cost less in the long run*. The BEST INTERCHANGEABLE CORE...which will fit any BEST LOCK in your system...can be recombined again and again. That practically eliminates replacement costs, servicing and labor expense. And your PRIVATE CONTROL KEY makes you complete master of your entire lock system. That key, in your exclusive possession, gives you a new lock where and when you want it...in 10 seconds' time!

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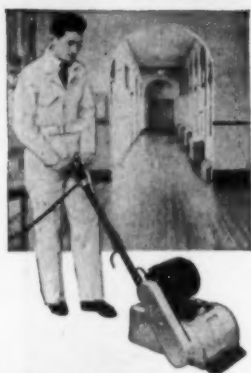
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School Administration News

TEACHING WITH FILMS IN FRANKFORT

The Frankfort High School, in Frankfort, N. Y., is among the first of the high schools in New York State to introduce motion pictures as a major method of teaching a variety of basic subjects. Under the direction of Supt. Charles W. Lewis, and Teacher Donald F. Thompson, in charge of assembly programs, a comprehensive plan of using films was inaugurated.

The program, to be fully developed in the fall, calls for dividing the curriculum of the senior high school into ten sections, including general science, American history, chemistry, French, Latin, business, literature, world history, citizenship, and art. A film will be shown for each section every two weeks in an especially equipped laboratory. It is expected that the films, which require an average of twelve minutes to run, will take up one fourth of the regular class period. As planned, the ordinary class procedure will open with assignment and explanation of the next day's lesson. This will be followed by a discussion by the teacher and class of the picture's topic. Then the picture will be shown and finally a class discussion and an evaluation of the ideas projected on the screen will conclude the period.

The films will be chosen from approved lists and will be closely related to the objectives of each course and to the immediate subject matter studied. Thus, business and economics classes will see actual activities in commerce and banking; civics classes will witness federal and local governmental agencies at work; Latin will be made real by pictures and incidents showing Roman civilization and its effects on modern culture; French classes will be tested for conversa-

tional and reading ability by well-selected films of French origin; world history will be clarified by topics ranging from ancient Mediterranean history to Hitler in Germany; music, literature, and art will be appropriately treated. Extracurricular work and guidance will be emphasized.

The extracurricular phase to include all senior-high-school pupils, regardless of departments, will be presented at regular weekly assemblies. Films on automobile safety, first aid, prevention of common diseases, community and forest-fire protection will be shown. The senior-high faculty will be trained in the new procedure by films demonstrating the co-ordination of text material and films under actual classroom conditions. New techniques in teaching, as they are released from time to time, will be portrayed at faculty gatherings.

SCHOOL ADMINISTRATION

♦ The public schools of Sioux City, Iowa, are co-operating with the police department and the Commissioner of Public Safety to discourage "hitchhiking" and "thumb-riding." The police have warned all children that they will be subject to arrest if they are found standing in a public street soliciting "thumb rides."

♦ Terre Haute, Ind. The school board has approved a plan for the reorganization and administration of the department of physical education and coaching in the high schools. The plan calls for a new program of classwork, with a man teacher in charge of boys and a woman teacher in charge of girls, corrective work, and play problems for girls. The coaching staff will include a football coach, a basketball coach, and an assistant.

♦ Traverse City, Mich. The school board has co-operated with local civic organizations for the operation of a summer recreation program for children of school age, on the playgrounds of the city. An appropriation of \$1,000 has been made by the board.

♦ Lancaster, Ohio. The school board has authorized the purchase of instruments and equipment for the high-school band. The board has appropriated \$600 for the band.

♦ Sharonville, Ohio. The school board has approved a plan for fingerprinting the 400 children in the schools. Two sets of prints will be made, one for the FBI, and one for the school. The consent of parents of pupils has been obtained.

♦ Altus, Okla. A recent order of the school board requires fire drills in all schools at least once each week.

♦ Tekonsha, Mich. The school board has voted to discontinue the Smith-Hughes work next year. A new commercial course will be introduced in September.

♦ Norwood, Mass. The school board has approved a suggestion of Supt. L. D. Lynch, for the establishment of manuscript writing, to begin in the first grade and to continue through the second grade.

♦ Springfield, Mass. The school board has approved a suggestion of Supt. John Granrud, for the establishment of a vocational-guidance program, to include a placement bureau for students and for adults desiring to obtain employment.

♦ Portsmouth, N. H. School children will be given an extra week's vacation this summer. At the request of resort owners, the board has voted to delay the fall opening until September 11. Resort owners had complained that the schools cut their season short.

♦ Yonkers, N. Y. The board of education has authorized Supt. W. W. Ankenbrand to make arrangements for a limited number of one-year teacher exchanges with other cities. Teachers selected for the exchange, under the plan, will be treated as though they were on leave of absence, with pay. A teacher will not be entitled to a sabbatical leave and an exchange leave during the period, unless he or she is eligible for a sabbatical leave. No teacher will be eligible unless he or she has completed ten years' service in the schools.

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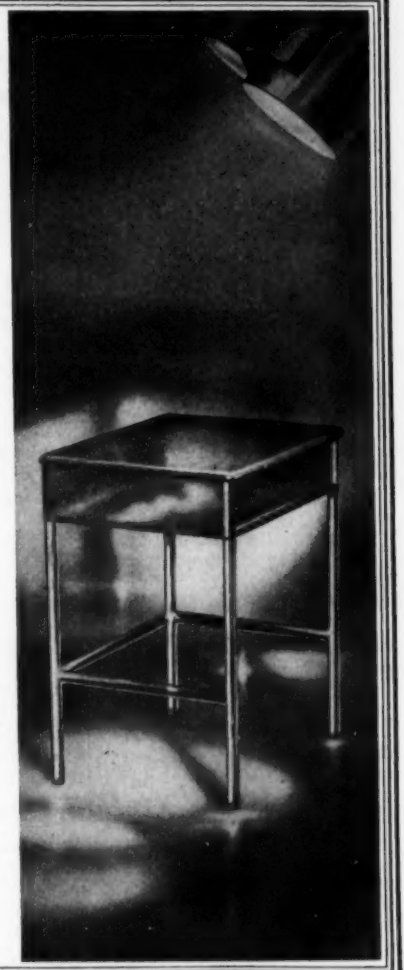
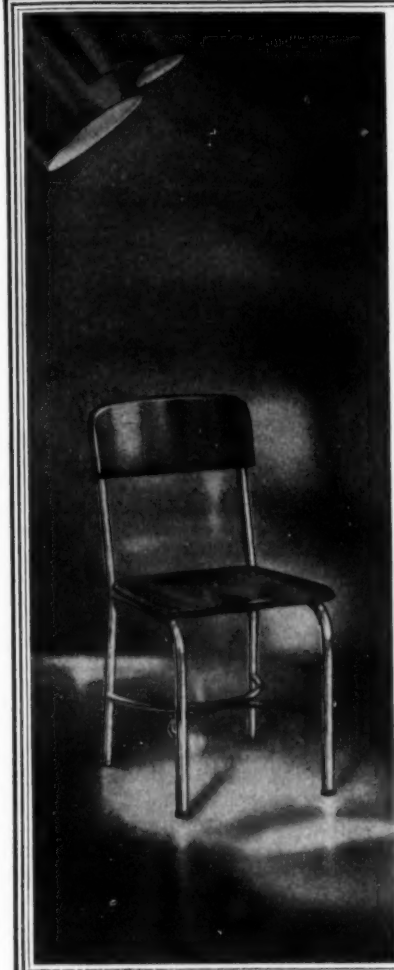
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♦ In Montpelier, Vt., a body of 200 students walked out of a school in protest of the dismissal of the principal. Their number dwindled considerably when the police came upon the scene. The school board manifested no inclination to yield to the student demands.

♦ When Supt. C. H. Merke tendered his resignation to the school board of Amasa, Wis., the pupils walked out on a strike, carrying banners which read, "We want Merke" and "Return Merke." Superintendent Merke induced the pupils to go back to school and stated that he might reconsider his resignation.

♦ Garden City, Kans. The school board has approved a new setup, under which the administration of the high school and of the junior college are placed in the hands of the college dean. Mr. I. O. Scott, who has served as dean, will become city superintendent of schools.

♦ Waterford, N. Y. This year for the first time, the school faculty took over the school census of children in the community. The schools were closed on two afternoons. The teachers, in pairs, visited every home in the school district, noting the age, address, parents' names, and information on physical defects of the children.

Following the census, a preschool clinic was conducted, under the direction of the school physician and nurse. The parent-teacher association assisted in the round-up of preschool children and provided free transportation for the children and their mothers.

♦ Henry C. Turner, chairman of a board-of-education committee investigating the junior high schools of New York City, has received a report from the Teachers Guild, showing what is wrong with the city's junior-high-school system. The list of complaints ran from oversized classes to lack of a sufficient administrative personnel, and included everything else.

Chief among the suggestions of the Guild is that the present dual control of the junior high schools be ended, and that they be made part of the secondary-school system. At present the

junior high schools are grouped with the elementary schools, though the State Education Department has designated them as secondary schools.

The condition that prevades the junior-high-school setup, it is pointed out by the Guild, is little short of chaotic. There is no definite coordination within the school units and no definite articulation with the school units—in short there is no definite policy in operation.

♦ The Frankfort schools in Frankfort, N. Y., recently participated in a contest for cheerleaders, which was held at West Winfield Central High School. The contestants competed for a silver loving cup and will compete again next year. About ten schools participated between the periods of two basketball games in the school gymnasium.

♦ A "visitors' day" was held in the high school of Palmyra, N. J., on May 31. Seniors were not required to attend school on that day, but other students were required to observe their regular schedule.

♦ A "practice-office" experiment has been successfully conducted in the high school at Palmyra, N. J. The plan has been proposed for general adoption in the state next year.

♦ Woodhull, Ill. A definite visual-education plan has been adopted by the board of education, which will be placed in operation during the next school year. All departments of the school system will share in its benefits.

♦ Elkhart, Ind. The school board has announced the opening of a summer music school, to be held in the high school from June 5 to July 29. A local fee of \$2.50 will be charged. The tuition for outside pupils will be \$3.50.

♦ Belvidere, Ill. The school board has voted to operate without an art supervisor next year. It is planned to restore the supervisor in the 1940-41 school period.

♦ Detroit, Mich. The board of education has approved a plan, whereby a boy from the safety patrol of each public and parochial school will be sent to a school camp for five days prior to

the opening of school next fall. The purpose of the camp is to present a course of instruction in traffic, fire, and water safety, and to encourage the boys to stimulate and direct their respective patrols with greater efficiency.

DEVELOPS SCHOOL LIBRARIES

Under the direction of Supt. B. L. Smith, the board of education at Greensboro, N. C., has employed a director of libraries, whose work it is to see that all school libraries are properly organized and administered, and to see that stimulation is given for the utilization of materials placed in the libraries.

Under the plan, each school has the part-time services of a trained librarian to accession, catalog, and list books and materials in the libraries.

Meetings are held regularly with teachers, to offer instruction in the best method of using the libraries. Children in the various schools are given instruction in the handling of books and the finding of material.

The plan has proved effective in training pupils and teachers to find materials and to apply them to their purposes. More books are being read and there is an increasing number of persons patronizing the libraries.

AASA TO ST. LOUIS

The executive officers of the American Association of School Administrators have announced that the seventieth annual meeting of the American Association of School Administrators will be held at St. Louis, February 24 to 29.

The headquarters of the Association, the registration, the general sessions, and the exhibits will all be located in the St. Louis Municipal Auditorium.

The local arrangements will be under the general direction of Superintendent Gerling and local committees of schoolmen will carry on the active work. The official hotel reservation activities will be handled by a committee, headed by Mr. Philip J. Hickey, 915 Olive St., St. Louis, Mo.

School Board News

NORTH CAROLINA SCHOOL BOARDS MEET IN CHAPEL HILL

The third annual meeting of the North Carolina State School-Board Association was held on May 4, in Chapel Hill. The Association reported an increase in numbers and in power to lead in the program of public education within the state.

Dean R. B. House, of the University of North Carolina, and Dr. J. Henry Highsmith, of the North Carolina Education Association, gave the greetings to the Association. President H. E. Stacy, of Lumberton, in his address, talked on "Responsibility of School-Board Members for Educational Leadership."

The topic, "Opportunities in District Work and Organization of School Committees" was discussed by a group of speakers from various districts.

In the afternoon, Supt. Clyde A. Erwin outlined the 1939 school law as it was passed by the legislature. He pointed out the certificate changes and indicated the trends for the future. A discussion on "Future Activities of the Association" was held, with Mr. B. M. Watkins as discussion leader.

The Association elected officers for the next year, as follows:

President, H. E. Stacy, Lumberton; vice-president, T. E. Powel, Elon College; secretary-treasurer, Temple Gobbel, Chapel Hill.

PROGRESS IN WILDWOOD SCHOOLS

A full-time guidance man has been employed by the board of education of Wildwood, N. J., to have charge of the senior high school and the seventh and eighth grades. Mr. George H. Davis, who has been appointed to the position, has been a member of the school faculty for thirty-one years.

The school library has been enlarged in scope with the appointment of a full-time librarian for the school year.

Extensive renovations have been made to the senior-high-school building with the aid of PWA funds. The cost of the work amounted to \$20,000. Plans have been made for further improvements during the coming summer, to cost from \$10,000 to \$15,000.

Under the direction of Supt. Lanning Myers, the entire school course has been revised for the next year. Under the new program, the college-preparatory and commercial courses have been strengthened, and the nonacademic courses have been enlarged and enriched.

FEDERAL FINANCING FEARED

Adult education must always rely for autonomy on local support, and federal financing which threatens this autonomy is undesirable, in the opinion of Dr. Morse A. Cartwright, director of the American Association for Adult Education, speaking before the convention at Niagara Falls, Ont., on May 15.

Mr. Cartwright told the delegates that "certain of the happenings of recent months and years seem to threaten, basically, the freedom of adult education."

"If one assumes, as logically he must, that control inevitably follows the purse strings, all safeguards to the contrary notwithstanding, then there is reason for alarm in the increasing tendency to rely upon governmental grants for the support of adult education," he said. "The danger lies not so much in the governmental grant itself, for the tax funds will always, and of right, have to bear the cost of the bulk of education, not excepting adult education; the real sources of danger are the remoteness and the centralized character of the grant-making authority."

The local financing of adult education should be retained, in the opinion of Dr. Cartwright, even though this means smaller appropriations and lessened efficiency. Under federal financing political misuse of centralized power is an omnipresent danger.

LOW POSTAGE RATES ON BOOKS

Improved educational and library services benefiting millions of persons throughout the United States is predicted by Commissioner John W. Studebaker of Washington, D. C. Commissioner Studebaker revealed that hundreds of libraries and educational institutions have reported taking advantage of the low mailing fee on books. The low postage rate, which was set at 1½ cents a pound on November 1, 1938, will continue until June 30, 1939.

"Considerable savings have already been reported by schools and libraries through the new ruling," said Commissioner Studebaker, "but in most instances the amount saved in postage is used to buy additional books. Publishers report that they are selling more books and a greater number and variety are being made available."

Again, it was shown that where schools and libraries formerly waited to order books until they needed a great many, because of the high postage fee, today they may order only a few at a time thus keeping teachers, students, and library patrons currently in touch with the latest writings and research.

STANDARDS FOR SOAPS AND DETERGENTS

The American Society for Testing Materials has recently held a number of important conferences on soaps and detergents, and the Soap Committee (D-12) has carried on important studies for the formulation of new specifications, methods of tests, and definitions pertaining to soaps and detergents and of the materials entering into their manufacture. It is expected that the Society will within the next year approve the publication of additional acceptable standards and definitions which will be of wide help not only to soap manufacturers but also to producers of cleaning materials.

Among the studies carried on are specifications for sulfonated detergents, methods of analyzing trisodium phosphate and sodium metasilicate, etc. The Committee has recommended the elimination of the word *laundry* from all soap specifications. Special committees have reported progress in the writing of new specifications for soap powders and "built" soaps. New specifications are also under development for metal cleaners and for textile soaps.

The Committee has tentatively defined soap powders as soaps which contain 15 to 25 per cent soap; "built" soaps as materials which contain 50 per cent of soap; "break" soap powders as cleaning powders which contain 25 to 50 per cent of soap; soapy washing powders for detergents as powders which contain 2 to 15 per cent of soap.

School authorities who may be interested in problems relating to the purchase of soaps and cleaning materials may obtain standardized specifications on soap testing and other allied subjects from The American Society for Testing Materials, 260 S. Broad St., Philadelphia. The Committee in charge is designated Committee D-12.

SCHOOL SYSTEM OF COLORADO CRITICIZED

The legislature of Colorado has received a survey report from Griffenhagen and Associates, which holds that the state system of education is cumbersome, inefficient, and antiquated. With few exceptions, the report says, the school districts are too small to be operated efficiently.

The investigators recommended that large school districts be formed, with a minimum of from 5,000 to 10,000 persons from 6 to 21 years of age in each. They also recommended that the constitution be amended to abolish the position of county superintendent of schools.

"An elective board, composed of five members," the report continued, "electors of the district, would be in control of the public schools



Mrs. Grace J. Corrigan
State Superintendent of Public Instruction,
Santa Fe, New Mexico

Mrs. Corrigan, who has been appointed to the office of State Superintendent, was formerly chief clerk in the office of the State Department. She is a graduate of the New Mexico State Teachers College at Silver City, and holds an A.B. degree from the same institution.

Mrs. Corrigan was formerly county superintendent of schools in Grant county for four years, was state rural school supervisor for four years, state director of certification for two years, and chief clerk in the state department for two years.

Mrs. Corrigan is a member of the New Mexico Education Association, the National Education Association, and is an honorary state founder of the Delta Kappa Gamma.

of each district. The board would appoint a properly certified, professionally trained superintendent, and the necessary supervisors with equally high qualifications. The districts should be formed without reference to county boundaries, but with reference to school population and natural barriers. . . . There would, in fact, be fewer districts than counties."

The state's organization for the control, administration, and promotion of public-school education and other forms of public education not of college grade "is bad," the report declared.

"It violates every important principle of any sound plan of organization," the report said. "The several functions of state direction, administration, and promotion are scattered among a number of boards and administrative officers, instead of being under one board and one chief executive officer. The superintendent of public instruction . . . is not the chief executive of the so-called department of education."

NORTH-INDIANA TOWN AND CITY SCHOOL ADMINISTRATORS HOLD MEETING IN LAFAYETTE

The fourth annual meeting of the North-Indiana Town and City School Administrators was held at Purdue University, Lafayette, on April 17. About one hundred superintendents and members of boards of education were present.

At the meeting, six important school problems were presented.

At the afternoon session, Dr. F. B. Knight, of Purdue University, discussed "The Selection, Promotion and Replacement of Teachers."

The meeting closed with the election of officers. Dr. O. F. Hall, Lafayette, was re-elected president; Ralph Irons, Evansville, was elected first vice-president; John V. Beamer, Wabash, was elected second vice-president; Howard Keach, Bedford, was elected third vice-president.

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School Board News

♦ Davenport, Iowa. The practice of naming schools after former presidents of the United States will be continued by the school board in finding names for new elementary schools. The presidents whose names will be used are Monroe, Madison, Lincoln, Washington, and McKinley.

♦ Minneapolis, Minn. A special committee of the school board has proposed the establishment of bookkeeping safeguards to prevent a recurrence of a case like that of Philip Carlson, convicted of embezzlement of funds at the Roosevelt High School. It has been suggested that the amount of extracurricular funds be reduced in the schools, that the board set up a uniform system of bookkeeping, and that the funds be audited regularly by the board.

♦ The Supreme Court of Massachusetts has affirmed a ruling of the District Court at Deerfield, that the flag-salute law is constitutional and binding. The ruling affects three children in the Johnson family who refused to salute the flag. The school board is confronted with the problem of whether to expel the children, and if it does, whether to prosecute them for failure to obey the law which carries a maximum penalty of a term in a state industrial school.

♦ Stratford, Conn. Closed sessions of the school board were sharply criticized recently by the town council and town manager. The latter official was authorized to ask the board to open its meetings to the public.

♦ Nebraska City, Nebr. The school board has ruled that no purchase of equipment for new school buildings may be approved unless the order is signed by the superintendent or the secretary of the board.

♦ Galveston, Tex. The school board has voted to begin a special survey of the needs of the school system. The survey will be made by a

representative of the State University and will be similar to one made several years ago.

♦ Lakeview, Mich. The board of education has voted to refund all outstanding school-district bonds, amounting to \$280,000, with the object of reducing interest rates. The refunding plan will save the taxpayers a maximum of about \$5,000 a year in interest and will provide the schools with cash to build a new heating plant.

♦ Ponca City, Okla. The insurance committee has reported to the school board that insurance totaling \$1,477,865 has been reallocated among insurance firms of the city. The schedule has been increased by \$300,000, to include the new junior-high-school and senior-high-school field house.

♦ New Haven, Conn. The school board has adopted a school calendar of 190 days, to extend from September 6 to June 28. The new calendar is divided into four terms on the eight-week plan, with a week's vacation interspersed between them.

♦ North Adams, Mass. The school board will effect a saving of \$1,000 on fuel purchases for the next year, as a result of insistence of "no collusion" in bids and cuts in purchases. It was suggested that a further substantial saving would be made if the city purchased the school fuel direct from the mine in carload lots and handled the trucking.

♦ Ann Arbor, Mich. The school board has adopted a new plan for coal purchases under which it will purchase fuel direct from the jobbers, and they will assign orders to such coal dealers as are designated by the board. The board will pay the mine price direct to the jobbers and also all freight charges. All coal must come up to the standards set by the building and grounds superintendent.

♦ Newton, Mass. The school board has changed the entrance age for children in the kindergarten from four years six months to four years nine months.

♦ Houston, Tex. The school board recently refused to commit itself to a policy of buying only American-made goods. The board voted to

investigate charges that foreign-made glassware and china were used in the lunchrooms.

♦ Port Huron, Mich. The school board has voted to close the schools on May 19, which completes a nine-month term. The action was taken because the district could not borrow from 1940 funds to extend the present term, without endangering prospects for a nine-month term next year.

♦ Belvidere, Ill. The school board has reaffirmed a policy of the preceding board, permitting the use of a new school building for community purposes, at a fair rental.

♦ Monett, Mo. The adoption of a budget by the board of education has marked a departure in the business administration of the schools. Under the new program, the board has transferred the business control from the committees of the board to the superintendent of schools, Mr. Howard D. McEachen.

During the present summer it is planned to begin the remodeling of the administrative offices of the schools.

A full-time secretary will be employed in the future.

The Monett school district comprises four elementary schools, a junior high school, a senior high school, and a junior college with a total enrollment of 1,500 students.

♦ Marlboro, Mass. The board of education has been notified that the insurance rate for school buildings and contents has been reduced one cent on each hundred dollars of valuation on an annual basis, effective in 1939. The amount of rebate on insurance at the present time is a little over \$80, and there will be a further reduction when the new insurance is placed in September, 1939.

♦ Newport, R. I. The school board has appointed a committee of five to make a survey of the school system. The committee includes Warren L. Seyfert of Harvard; Dr. S. M. Baldwin of Yale; Herbert Blair of Boston University; Supt. Julius Warren of Newton, Mass.; and George H. Baldwin of the State Department of Education.

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New Books

Building Standards for Small Schools

By Merle A. Stoneman and Knute O. Broady. Cloth, 177 pages. University of Nebraska, Lincoln.

This valuable study of the planning and construction of small buildings in which twelve-grade schools are to be housed, has been developed as a result of some years of research and experimentation in the Teachers College at the University of Nebraska. The authors have been associated in the teaching of school-administrative problems and have been obliged to render consulting service to various boards of education and superintendents of schools in connection with their building projects.

Nebraska is essentially an agricultural state, with a great number of rural communities, and the town and village schools, almost without exception, must provide instructional service for groups enrolling not more than 200 in the elementary grades and 150 in the high school.

The authors hold that the activities conducted in a school must determine the plan and general arrangement of buildings, as well as the planning and equipment of individual rooms. Standards, they hold, must in addition take into account the multiple supervision and use of each instructional unit and of each type of room. Standards cannot be fixed or permanent because instructional methods, the content of the curriculum, and the objectives of the various courses are constantly being modified and improved. A certain amount of flexibility must be planned for in determining the size and arrangement of rooms, in the corridors, stairs, and partitions, and in the electrical, heating, ventilating, and other services.

While some aspects of the educational program which the authors accept is too narrowly limited, the book as a whole, is intensely practical, and is unquestionably a most valuable study of small-school design, planning, and construction. The

small community, more than any large city, requires care in the planning of school buildings and the best type of service on the part of architects and school superintendents. Mistakes in rural and small-town buildings have a deeper and more lasting ill effect upon instructional service and school efficiency than those in large cities. The suggested layouts for gymnasiums, shops, laboratories, libraries, homemaking rooms, and offices are economical but thoroughly practical for moderately progressive types of work.

Our Home

By James F. Waddell, Lois G. Nemec, and Maybell G. Bush. Cloth, 126 pages. Price, 88 cents. The Macmillan Company, New York, N. Y.

A variant edition of *Home* by the same authors, greatly simplified, but covering the same subject matter. It is the story of the building of a home and of its use after it is completed. A part of the book is given over to a description of the homes in pioneer days.

The Nations Today

By Leonard P. Packard, Charles P. Sinnott, and Bruce Overton. Cloth, viii-727 pages. The Macmillan Company, New York, N. Y.

This physical, industrial, and commercial geography is fully implemented with splendid pedagogical devices for teaching, for guiding independent study, and for reviewing the important facts of each unit.

Mathematics in Daily Life

By Eugene H. Barker and Frank M. Morgan. Cloth, 440 pages. Price, \$1.32. Houghton Mifflin Company, Boston, Mass.

This general mathematics for high-school pupils is strongly motivated so that no boy or girl who carries through the year's work which it provides can fail to take an interest and to derive considerable benefit. The authors assume that we live in a mathematical world and that all science, business, and personal social relations involve mathematical considerations. The typical American family and each of its members are constantly using mathematical computations, most of which should be made mentally.

The book provides a thorough review of all mathematical operations and of all general principles in connection with the ordinary business processes in which individuals and families engage. The book is well illustrated and the problems and examples carry a sense of the realities that is delightful.

Fundamental Handball

By Bernath E. Phillips. Cloth, 124 pages. Price, \$1. A. S. Barnes & Company, New York, N. Y.

A brief, but complete, handbook of the game as played by boys and men.

Handbook of English for Boys and Girls

By Delia E. Kibbs, Lou L. LaBrant, and Robert C. Pooley. Cloth, 128 pages. Price, 60 cents. Scott, Foresman & Company, Chicago, Ill.

Can children use a "handbook of English"? Will they use one which is genuinely attractive and adapted to child abilities and to daily life contacts? A committee of the National Conference on Research in English has prepared the present book as an affirmative answer to the foregoing questions. The book is distinctly not a text but a genuine reference work in which the irreducible principles of right usage in speaking and writing are simplified to the ultimate. The sections on speaking to a group, on making outlines, etc., have genuine functional value. The pictures are happy.

Amusements and Sports in American Life

By Robert B. Weaver. Paper, 196 pages. Price, \$1. The University of Chicago Press, Chicago, Ill.

The history of amusements and sports in America, from the earliest beginnings to the present day, is here handled as informational reading for the upper elementary grades and the junior high school. The editor indicates that the materials have been tested in the laboratory schools of the University of Chicago. The insight which the book provides into an important but usually neglected phase of our national history is an interesting relief from the usual story of wars, political conflicts, and economic troubles.

Peter and Nancy in Mexico, Central America, and Canada

By Mildred Houghton Comfort. Cloth, 317 pages. Price, 90 cents. Beckley-Cardy Company, Chicago, Ill.

It is a bit of a wrench to be suddenly taken from the tropical scenes of Central America to the cold climate of Canada.

Mathematics in Action

By Walter W. Hart and Lora D. Jahn. Book I. Cloth, 344 pages. Price, 88 cents. D. C. Heath & Company, Boston, Mass.

The School Eraser that Keeps Costs Down

The No. 812 ROUGE is the Pencil Eraser for limited school budgets. It offers you dependable quality at minimum cost. Developed expressly for the exacting requirements of the classroom. Firm red rubber, long-wearing and grit-free. A good eraser at a low cost.

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Arithmetic for seventh-year classes. It strongly emphasizes the social application of solving problems numerically.

A Picture Dictionary for Children

By Garnette Watters and S. A. Courtis. Boards, 478 pages. Published by Grosset & Dunlap, New York, N. Y.

A dictionary is an indispensable element in the equipment of every educated adult, but it is a formidable obstacle to beginners. A picture dictionary is more suited to the child reader because it eliminates much of the intricate machinery that is used in the adult dictionary. The present dictionary indicates the special care that has been taken to present basic words to many children, to enable them to find meanings for unfamiliar symbols, to discover new words, and to discover the meaning and spelling of words.

The authors aim as a part of progressive education to instill the dictionary habit early in life, so that as the pupil outgrows this book he will want to use more advanced books of reference. The basic vocabulary is 2,154 words and 2,678 variants.

Radio in Education

Prepared by John F. Hausmann, Jr. Paper, 47 pages. Bulletin of the State Department of Public Instruction, Harrisburg, Pa.

The development of the radio in schools. After tracing the historical background, the bulletin discusses problems of educational broadcasts, program construction, planning of programs, and television.

Assignment of Special Teachers in Cities of 450,000 and Over

By Helen K. Mackintosh. Circular No. 178, March, 1939. U. S. Office of Education, Washington, D. C.

The report points out that there are a number of services rendered by special teachers, other than traditional classroom instruction, which must receive attention. Except speech instruction and the work of visiting teachers, the special services are limited to grades above the sixth. In the majority of cities the specialists provide instruction in music, art, industrial arts, home economics.

The greatest problem, as revealed, is the training of teachers for these assignments. Revised curricula in many teacher-training institutions are making it possible for beginning teachers to teach the special subjects, with help from specialists as needed. The findings indicate that a re-examination of the function of the special teacher is necessary, and that the entire school program must be revamped to govern the number of teachers, the manner of assignment, and the type of service rendered.

Salaries of School Employees, 1938-39

Paper, 95 pages. Price, 25 cents. Bulletin No. 2, March, 1939. Published by the Research Division of the National Education Association, Washington, D. C.

Recent population studies have shown that the Nation is replacing its human resources largely through the children born in rural areas. Yet, a large proportion of these children will receive their schooling from teachers who receive a mere subsistence wage. In some states, conditions can be improved through better district organization and more efficient plans of financial support.

In this study of teachers' salaries, the five accepted city-population groups are followed. A total of 1,850 cities is included in the survey, which represents 59 per cent of all city systems and 92 per cent of the systems in cities with more than 30,000 population. In 1938-39 it is found that salary recovery continues to proceed most rapidly in the largest cities. The median salary of elementary teachers in Group I, cities over 100,000 population, is 4.7 per cent higher than it was in 1930-31, before the depression had an effect on schools. The medians for all other city sizes and for high-school teachers continue to be lower than in 1930-31. If present trends continue, it is believed that by 1940-41, median salaries for most types of city positions will equal or exceed the medians reported in 1930-31.

The data bring out clearly the relative position of the median salaries in the different population groups and the extent to which the distributions overlap. There are some types of positions in the larger cities in which many individuals receive lower salaries than some persons in like positions in smaller cities.

Differences in experience and training of the individuals, the salary schedules of the cities, and the variations in living costs are some of the factors which account for the overlapping. The larger cities, in general, show a wider spread of salaries than the smaller cities. There is still a strong tendency to pay higher salaries to teachers giving instruction to older children. The median salary of teachers in the junior high schools in cities over 100,000 population is \$233 higher than that of elementary-school teachers. In spite of these differences, there appears to be a trend toward more uniformity in salary schedules based upon preparation rather than upon school position.

Report of the Business Manager to the Board of Education of Port Arthur, Tex., 1930 to 1938

A report, prepared by L. B. Abbey, business manager of the Port Arthur school board, giving the rules for the government of the board of trustees, a statement

of the assets and liabilities of the board, a statement of the property account, sources of revenue, valuation of property, amount of tax collections, amounts of state apportionments, and a budget showing receipts and disbursements, operating funds, debt service, insurance funds, refunding term bonds, a statement of the bonded debt, and per-capita costs.

Real Living

A health book for senior high schools. By Ross L. Allen. Paper, 68 pages. Price, 50 cents. A. S. Barnes & Company, New York, N. Y.

This workbook aims to afford to senior-high-school students an intelligent knowledge of the ways in which personal health may be maintained and improved. Many of the problems peculiar to students in the high school are discussed. The discussion of sex is excessively blunt and factual, and wholly without moral motivation. It cannot but be harmful. In its present form the book should have no place in a high school.

Regulations for the Protection of Openings in Walls and Partitions Against Fire

Paper, 104 pages. Pamphlet No. 80, January, 1939, of the National Board of Fire Underwriters, 85 John St., New York, N. Y.

Contains the rules for protection of openings in division walls between separate buildings or sections, openings in enclosures to vertical communications through buildings, and openings in exterior walls subject to fire exposure.

Minimum Salary Legislation for Teachers, 1937-38

Price, 10 cents. Published by research division, National Education Association, Washington, D. C.

The pamphlet contains state-by-state outlines of changes in legislation affecting minimum-salary standards for teachers, an outline of state-aid plans and other forms of state regulation of teachers, and a list of the minimum-salary laws for public employees other than teachers.

Fire Drills for Schools

Bulletin No. 73, March, 1939. Issued by the National Board of Fire Underwriters, 85 John St., New York, N. Y.

Frequency of fire drills is more important in the primary and grammar grades than in the high-school grades. It is necessary for each school to consider the question of removing the children from the building a personal one requiring a definite study by the principal or superintendent and the adults working in the building.

The present bulletin outlines a plan for fire drills, explains the purpose, and offers a procedure for use in case of fire.

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Now one classroom can be used for Chemistry, Physics, Biology, and General Science . . . when it is equipped with Hamilton No. L-300 Combination Tables. This new design serves all four classes equally well, thus saving the cost of separate equipment for each science. It is easy on the limited equipment budget . . . yet it is a practical, tested design that meets every requirement.



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Full-Time Use

With the four-purpose No. L-300 Hamilton Table, a full daily schedule of room and equipment use is possible . . . because it is adapted equally well to four different science classes. It makes separate rooms for each science unnecessary.

For further information on this new four-purpose table, send in the coupon.

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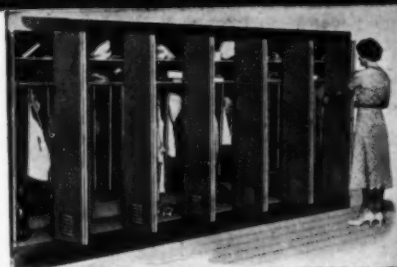
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but also
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and
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of all doors*

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School Building News

PWA PROJECTS

♦ Public Works Administrator Harold L. Ickes, in a statement recently published, shows that during the first quarter of 1939, \$114,000,000 was advanced to cities, counties, and states granted PWA projects in response to requisitions made by them. To this was added an additional \$140,000,000 by applicants, representing their share of construction costs of 55 per cent. The PWA has thus been responsible for releasing an average of \$20,000,000 construction money per week for the first thirteen weeks of 1939 for nonfederal projects.

♦ Public Works Administrator Harold L. Ickes, of Washington, has announced that 1,000 local PWA projects, with a value of \$33,927,000, had been completed before May 1, or fourteen months ahead of the time specified by Congress in the current program. The projects have gone into use and are supplying service to their communities. They include all types of projects, from schools to paving jobs, and from sewage-disposal systems to hospitals.

BUILDING NEWS

♦ Stoneham, Mass. In September, 1939, the board of education will have completed its school-building program with the occupation of its latest structure. Two buildings were completed and occupied in September, 1938. The last three buildings were erected with PWA aid, the government furnishing 45 per cent of the cost for buildings, land, and equipment.

♦ St. Paul, Minn. The proposed school-building program of the city schools has been enlarged and its cost increased from \$702,000 to \$818,000. The city council has authorized Axel Peterson, education commissioner, to make application to the PWA officials for an additional federal grant.

♦ San Antonio, Tex. The school board has begun plans for the construction of the proposed school stadium, to cost \$400,000. Mr. E. H. Kifer, business manager of the board, has been placed in complete charge of the project.

♦ The board of education of New York City has announced plans for repairs and alterations to be made this summer to scores of city school buildings, at an estimated cost of \$1,100,000. Specifications have been presented to the board of estimate, calling for an expenditure of \$2,200,000 to build the proposed William Howard Taft High School in the Bronx Borough.

♦ San Antonio, Tex. Supt. I. E. Stutsman and E. H. Kifer, business manager, have presented to the school board a plan for carrying out an extensive school repair program, to cost \$100,000. The work will comprise changes necessary to remedy and to eliminate fire hazards, including faulty walls, defective lighting, fire dangers, and similar defects.

♦ Lumberton, N. C. The board of education is completing the erection of a physical-education and vocational building. The building which is being financed with WPA funds, will be completed early in the summer.

♦ The Bibb County board of education in Macon, Ga., has approved a recommendation of its building committee, calling for a long-range program to improve the lighting facilities in the Bibb schools. The board will spend \$1,258 for new lighting systems in 47 rooms in various schools of the system.

♦ Muskogee, Okla. The board of education has received bids for construction work on five school-building projects, to cost \$500,000. The program calls for a high-school stadium, a junior high school, and additions to four present school buildings.

♦ Brookhaven, Miss. Plans have been completed for the construction of a new elementary-school building. It will be erected with the aid of PWA funds. A new high-school building has been completed and occupied. The building was erected at a cost of \$250,000.

SCHOOL-BUILDING CONSTRUCTION

During the month of April, contracts were let for 11 school buildings in the 11 states west of the Rocky Mountains. The stated value of the contracts was \$1,960,000.

During the same period, 7 projects in preliminary stages were reported, at an estimated cost of \$115,000.

During the month of April, in 37 states east of the Rocky Mountains, Dodge reports contracts let for 254 educational buildings, involving 3,867,000 square feet of floor area. The valuation of these buildings will be \$19,883,000.

SCHOOL-BOND SALES

During the month of April, school bonds in the total of \$5,238,590 were sold. The average interest rate was 2.78 per cent.

During the month, short-term notes in anticipation of taxes, refunding bonds, and short-term paper were sold, in the amount of \$36,537,832. Of this total, Chicago sold tax-anticipation warrants, school-building tax warrants, and playground warrants, in the amount of \$34,250,000.

FORDSON SCHOOLS' BREAKFAST

The Fordson board of education at Dearborn, Mich., participates in a breakfast conference each Tuesday morning. Breakfast is served at 7 o'clock and some outstanding guest speaker presents a live topic for discussion which lasts for forty minutes. The meeting closes at 8:05 a.m. These meetings have been fruitful of much good to those in attendance, and the administrative and supervisory members of the staff have spoken highly of the benefits received. From fifty to sixty persons attend these breakfast gatherings.

COMING CONVENTIONS

July 2-9. National Education Association, at San Francisco, Calif. W. E. Givens, Washington, D. C., secretary.

August 21-25. American Federation of Teachers, at Buffalo, N. Y. Irwin Kuenzli, Chicago, secretary.

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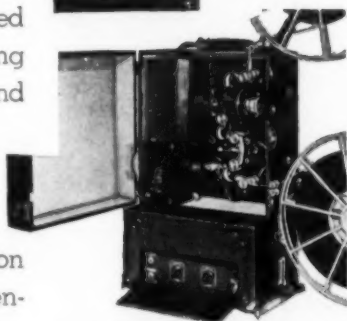
- HOLMES Sound-on-Film projectors are a revelation to users of motion picture equipment, when they become acquainted with their superior operating qualities, enduring service and finished workmanship.

- Holmes Projectors are precision-built, and all materials entering into their construction must stand the most rigid of engineering tests.

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Eagle Lock Co. presents No. 04953, a NEW combination padlock that is strong, foolproof, secure, dependable. Simple to operate—you know it's locked when you turn the knob. Numerals sharply visible.

Case heavy die casting $1\frac{1}{16}$ " in diameter. Die cast dial. Forty raised graduations and numerals on dial. Shackle is steel Cadmium plated.

Fully guaranteed against imperfections in workmanship—more than 100 years of lock manufacturing stand behind it.

Write for sample padlock and quotations on coupon attached to school letterhead.

SCHOOL PRICE ONLY \$4.20 DOZEN

(Sold through hardware and sporting goods stores and locker manufacturers.)

Manual Training Teachers: Get your youngsters busy building Soap Box Derby Racers and Bobsled Racers with Official Eagle Parts, manufactured by Eagle Lock Co. Use coupon to get details on this new, character-building recreation that has Young America talking.



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Send sample of your combination padlock No. 04953 and quotations.
Send details on building Soap Box Derby Racers and Bobsleds.

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No. 736 Walnut Linowall on the walls to resist wear, and Corkoustic on the ceiling to absorb noise, make a perfect combination for the music room of Jamestown, N. Y., High School.

THE LOW COST OF THIS SOILPROOF WALL

IS SWEET MUSIC TO SCHOOL BOARDS

IMAGINE a permanent wall covering that doesn't crack or chip when bumped by furniture, with a surface that doesn't take ordinary stains, and can be washed clean as new. That's Linowall—and it costs only half as much as other permanent materials.

Linowall is a special wall covering with many of the desirable characteristics of linoleum. You'd think it was just made-to-order for schools. It never has to be refinished. It is flexible and easy to install over old walls.

We think you'll want to know more about Linowall, so send today for complete information. Write Armstrong Cork Company, 1212 State Street, Lancaster, Pennsylvania.



Armstrong's LINOWALL

Made by the Makers of Armstrong's Linoleum

PLAYING FAIR WITH FUTURE HEALTH CONSUMERS

(Concluded from page 54)

so that both sides of the problem might be seen in perspective. Advertising is one of our foremost industries and there is good reason for it. It sells goods and this is what makes the economic wheels go round. When this wheel stops we have depressions and the education dollar is just as much affected as the business dollar. Co-operation is necessary if education is to be of any assistance in keeping the economic wheel in motion.

Advertising is developing some character as it ages. The Federal Trade Commission is making drastic revisions in advertising practice. Little by little you will see changes in the kinds of advertising that appears. Truth will triumph. The agencies who have little of this aristocracy of character "will be forced out of business." We must expect the highest of character in advertising for they control tremendous financial appropriations, and these could be used as an antisocial weapon by shallow characters.

The propaganda of advertising enters through the eye, the ear, the heart and the mind into the lives of men, women, and children. It teaches *what* to think and can be used effectively in an educational procedure to teach *how* to think. Advertising supports the publishing business, makes possible the nation's daily news, its periodical reading matter, and radio networks which provide the national springboard for personal and official opinions. We cannot get along without it for we have committed ourselves to this capitalistic system of Democracy. We cannot dictate or compete, so common sense tells us to co-operate.

The impractical philosophy which sets up rules, regulations, and ordinances against the uses of any advertising material in the schools was the pervading method of the disastrous competition of a generation ago. As we enter the age of co-operation we must adopt a new philosophy. No longer can we be "subject minded" and live in our classroom cubbyholes, oblivious to the economic and social forces of the outside world. They are a part of our schoolroom whether we will admit it or not. The dollar makes the system go.

American industry has a great story to tell. It is providing better products and giving better service to consumers than ever before. Shall educators make these services better? The answer seems obviously to be, yes. Without advertising such common products as tomato juice, pineapple juice, and all canned and frosted foods could not be distributed at the prices we are able to buy them. The last generation did not have the advantage of these foods. Oranges were available at Christmas as special Christmas presents. Tomatoes were only available in the summertime and the nutritious value of the juice unheard of. Peas were a Fourth-of-July surprise or hope unless you liked the canned variety. Today a family can have "Fourth-of-July" surprises every night. Any housewife can have fresh vegetables during the off season by means of the frosting process. The system must be explained if we are to make complete use of the potential education our industries can suggest. There are still frontiers to cross. Education can help to distribute more of our goods to more people and keep more people at work.

If we are to continue our *American System* . . . education, the state and our economic

system must be united by mutual understanding and confidence in the future. Ways and means of co-operation must be worked out for education, business, advertisers, and the economic forces which determine governmental policy. Every community can do this for itself and point the way to a more co-operative future. Every phase of American life should be represented in school discussions in order that we have a well-informed citizenry on all subjects. By this method the process will be truly democratic and we shall be able to continue toward that co-operative ideal of a government of the people and by the people.

WILL MEET IN NEW YORK CITY

The National Council on Schoolhouse Construction will hold its annual convention for 1939 in the Hotel Governor Clinton, New York City, October 9 to 12. President A. B. Moehlman is preparing the program. The standards committee, headed by Mr. H. W. Schmidt, Madison, is planning considerable additions to the Council's statement of recommended practices for the plans and construction of school buildings.

THE SENATE REPORT ON FEDERAL AID

The Senate Committee on Education in March, approved the bill (S-1305) for federal assistance to the states for the support of education. The Committee supported its recommendation with the seven reasons for federal aid given by the N.E.A., and other advocates of the proposed legislation. No action has been taken by the Senate on the report.

- SUPT. B. C. TROWT, of Narragansett, R. I., has been re-elected for another year.
- SUPT. ELWYN CORNISH, of Gobles, Mich., has been re-elected for the next year.
- SUPT. H. M. BLACK, of Hugo, Okla., has been re-elected for a sixth year.

ONE TENNANT MACHINE

Does the Whole Job of School Floor Maintenance

**Burnishes seal, wet or dry—polishes—waxes
—scrubs—sands. No dust.**

The Tennant machine cleans the heaviest traffic floors without the use of water. The attachments, shown below, can be exchanged quickly without the use of tools.

(A) buffing drum; (B) steel-wool buffing roll which is factory-made, uniformly compressed and ready for immediate use, either 8-inch or 16-inch; (C) depending on friction required; (D) 16-inch brush; (E) sanding drum; (F) sandpaper sleeve ready for use.

Write today for names of users in your locality. Our experienced representative will demonstrate the Tennant system for you without cost or obligation.



Shown here is the Model C, ideal for most schools. Other sizes are available.

G. H. TENNANT CO.

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Personal News of School Officials

- Mr. GEORGE B. KENDALL has been re-elected president of the school board at Jacksonville, Ill.
- Dr. A. E. BOTT has been elected president of the school board at East St. Louis, Ill.
- Mr. CARLTON L. FISCHER has been elected president of the school board at Wheaton, Ill.
- Mr. HARRY H. COE has been elected president of the school board at Springfield, Ill.
- Mr. F. M. KNIGHT, has been elected president of the school board at Highland Park, Ill.
- Mr. W. C. DOWD has been re-elected president of the school board at Quincy, Ill.
- Mr. C. S. PEACOCK has been re-elected president of the school board at Monmouth, Ill.
- Mr. H. W. KRAMER has been re-elected president of the school board at Marysville, Mo. JAMES CARPENTER was elected vice-president.
- The school board at Sedalia, Mo., has reorganized with the election of ALLEN O'BANNON as president; Dr. F. B. LONG as vice-president; and Miss BIRD TAVENNER as secretary.
- JOHN J. HUCK has been elected president of the Thornton high-school board at Calumet City, Ind. JAMES F. KELLY was named secretary.
- Dr. ANGUS McLEAN, for twelve years a member of the board of education of Detroit, Mich., died on April 10.
- Dr. McLean, a physician, surgeon, soldier, and educator, died at the age of 77, after having achieved distinction in the field of medical service, particularly for his work in the world war. He served twice as president of the board of education, and was well known for his contributions to the safeguarding of child health and the development of vocational education.
- Dr. McLean was honored by many foreign countries for his work in the world war, and he received the Distinguished Service Medal.
- The school board at Butte, Mont., has reorganized with the election of NORMAN S. LYLE as president; Dr. C. S. RENOARD as vice-president; and Miss MARGARET LEARY as clerk.
- CHARLES STUART has been elected president of the school board at Golden City, Mo.

- The school board at Mt. Sterling, Ill., has elected Mr. V. G. ORR president, and Mr. CLYDE MYERS secretary.
- Mrs. MURRAY Q. WILLIAMS has been elected president of the school board at Warrensburg, Mo. KENNETH N. ROBINSON was elected vice-president.
- The school board at Independence, Mo., has reorganized with the election of JOHN W. LUFF as president; FLEMING PENDLETON as vice-president; and JOHN W. HINDE as secretary.
- Mr. FRANK R. BIRKHEAD has been elected president of the school board at Carthage, Mo.
- The school board of Moberly, Mo., has reorganized with the election of ARTHUR CHAMIER as president; B. F. SELF as vice-president; and R. L. KINGSBURY as secretary.
- Mr. CLINE OWEN has been elected president of the school board at Poplar Bluff, Mo. J. C. ALLEN has been elected vice-president, and CLYDE RICHARDSON was named secretary.
- Mr. ELMER HANSEN has been elected president of the school board at Havre, Mont. HAROLD MEISEGER was named secretary.
- Mr. J. J. EARLY has been re-elected president of the school board at Cheyenne, Wyo.
- Mr. ANDREW J. HOLM, a member of the school board of Stillwater, Minn., for 40 years, died at a hospital on April 14.
- Dr. S. M. BLUNK has been elected president of the Virden Community High School Board at Virden, Ill. CHARLES BEASLEY was named secretary.
- Mr. TONY GILDIG has been elected president of the school board at New Baden, Ill.
- Mr. FRANK THOMPSON has been elected president of the school board at Bay City, Tex.
- The board of education of District No. 1, Pueblo, Colo., at its general election on May 1, elected Dr. GEORGE E. RICE and Mr. A. B. CHASTEEN as new members of the board, succeeding H. P. Vories and A. O. Rector.
- The board was reorganized with the election of E. D. HOFFMAN as president; W. E. BURNEY as vice-president; G. G. ROBERTSON as business manager; and HARLAN J. SMITH as secretary-treasurer.
- Mr. H. E. STACEY, chairman of the school board at Lumberton, N. C., also serves as president of the North Carolina School-Board Association. Mr. Stacey has done a wonderful work in getting the school boards to see the needs of the schools. With their help, the state legislature has passed a number of important bills for the improvement of the schools of the state.

- Mr. ARTHUR J. FARRELL has been elected president of the school board at Brighton, Ill.
- Mr. H. R. BAKER has been elected president of the school board at Bunker Hill, Ill.
- Mr. DON TRIPP has been elected president of the school board at Belvidere, Ill.
- Mr. J. B. BRANT has been elected president of the school board at Bushnell, Ill.
- Mr. ALBERT ODENTHAL has been elected president of the school board at Joliet, Ill. GORDON SKEEL was named secretary.
- Mr. JAMES P. LAVERY, president of the board of education at Hoboken, N. J., died in a hospital on April 25.
- Mr. WILLIAM KELLETT has been re-elected president of the board of education at Menasha, Wis. JOSEPH RILEY was named vice-president, and R. M. SENSENBRENNER was elected secretary.
- Mr. C. C. SYDNOR has been elected president of the school board at Corder, Mo.
- Mr. I. L. SOUTHARD has been elected president of the school board at Katy, Tex.
- The school board at Flint, Mich., has reorganized with the election of RALPH M. FREEMAN as president; R. F. THALNER as vice-president; G. E. MERRILL as secretary, and E. W. POETTER as treasurer.
- JUDGE JOHN DALTON, of Grand Rapids, Mich., has been re-elected as president of the board of education. Mrs. DORIAN RUSSELL has been renamed vice-president; and HERBERT N. MORRILL, secretary.
- Mr. FRANK McDONALD has been elected president of the school board at Pawnee City, Nebr.
- Mr. LOUIS SCHUHMACHER has been re-elected president of the school board at Alva, Okla.
- Mr. E. P. GALLENBECK has been re-elected president of the school board at Beaver Dam, Wis.
- The school board at Ardmore, Okla., has reorganized with the re-election of A. C. HALL, as president. Mrs. JOHN MURPHEY was elected vice-president, and T. E. GARRISON was named clerk.
- Mr. WILLIAM KELLETT has been re-elected president of the school board at Menasha, Wis.
- The school board at Flint, Mich., has reorganized with the election of RALPH FREEMAN as president; R. F. THALNER as vice-president; G. E. MERRILL as secretary; and ERNEST E. POTTER as treasurer.
- The school board at Grand Rapids, Mich., has reorganized with the election of JOHN DALTON as president; Mrs. DORIAN M. RUSSELL as vice-president; and HERBERT N. MORRILL as secretary.
- Mr. GEORGE E. SMITH has been elected president of the school board at Fairfax, Okla.



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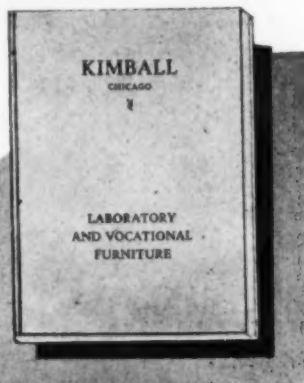
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News of Superintendents

● MR. W. C. HILBURN, of Sulphur Springs, Iowa, has been elected superintendent of schools at Laurens.

● MR. R. C. POLTON, of Farragut, Iowa, has been elected superintendent of schools at Tabor. He succeeds J. M. Ireland.

● SUPT. GEORGE H. LITTLE, of Adrian, Mich., has been re-elected for another year.

● MR. LLOYD J. MARTIN has been elected superintendent of schools at Lawton, Mich., to succeed D. A. Stabler. He was formerly principal of the Lawton High School.

● MR. F. C. MCCONNELL has been elected superintendent of schools at Gladewater, Tex.

● MR. BOB VAUGHAN, of Panhandle, Tex., has been elected superintendent of schools at Phillips. He succeeds J. L. Mizell.

● SUPT. C. R. REED, of Minneapolis, Minn., has been re-elected for a three-year term.

● MR. FREDERICK J. GILLIS has been elected assistant superintendent of schools at Boston, Mass., for the term beginning September, 1939.

● SUPT. ELMER S. MAPES, of Bristol, R. I., has been re-elected for his tenth term.

● SUPT. E. P. NUTTING, of Moline, Ill., has been re-elected for a three-year term.

● SUPT. R. H. WILSON, of Alpena, Mich., has been re-elected for the next year.

● SUPT. T. H. COBB, of Urbana, Ill., has been re-elected for a new three-year term.

● MR. RALPH WATSON, of Bedford, Ind., has been elected Assistant State Superintendent of Public Instruction. He succeeds Grover Van Duyn.

● SUPT. RICHARD V. LINDSEY, of Galesburg, Ill., has been re-elected for another year.

● MR. MAX SMITH, formerly principal of the high school at Reading, Mich., has been elected superintendent of schools. He succeeds Charles B. Park.

● MR. ALFRED CAMPBELL has been elected superintendent of schools at Hadley, Mich.

● MR. JOHN H. POWELL, of Edenville, Mich., has been elected superintendent of schools at Otter Lake. He succeeds Fred T. Hawley.

● SUPT. A. O. GARLOCK, of Kimballton, Iowa, has been re-elected for a two-year term.

● MR. S. G. CHAPPELL, formerly principal of the Coon High School, at Wilson, N. C., has been elected

superintendent of schools for the next year. Mr. K. R. Curtis, who had served as city and county superintendent, will continue in charge of the county schools.

● SUPT. W. C. RAUSCHER, of Crawfordsville, Iowa, has been re-elected for another year.

● MR. WILLIAM E. BISHOP has been elected superintendent of schools at Boone, Colo., to succeed Chester S. Hatch.

● SUPT. J. D. BLACKFORD, of Hicksville, Ohio, has been re-elected for the next year.

● SUPT. R. E. C. McDUGALL, of Orrville, Ohio, has been re-elected for a three-year term.

● MR. VICTOR F. SPATHELF has been elected Director of Curriculum for the public schools of Highland Park, Mich.

● SUPT. B. E. GUM, of Salem, Ill., has been re-elected for another year.

● SUPT. FRANK E. ALLEN, of South Bend, Ind., has been elected to the legislative committee of the North Indiana Town and City Superintendents' Association.

● SUPT. W. J. COLAHAN, of Woodstock, Ill., has been elected president of the Northern Illinois Superintendents' Round Table.

● SUPT. M. F. BEACH, of Moberly, Mo., has been re-elected for his eighteenth year.

● SUPT. WILLIAM E. MATTHEWS, of Independence, Mo., has been re-elected for another term.

● SUPT. H. C. TAYLOR, of Elizabethtown, Ky., has been re-elected for the next year.

● SUPT. C. LANGEHAUG, of Milledgeville, Ill., has been re-elected for another year.

● MR. ROBERT E. SHARER has been elected superintendent of schools at Coldwater, Mich., to succeed John T. Symons.

● MR. EDGAR J. LLEWELYN, of New Castle, Ind., died in the high-school building on April 21, of an attack of heart disease. He had been superintendent of the schools since 1917, and had also served in similar positions at Fisher, Arcadia, Sheridan, and Mt. Vernon, Ind.

● MR. RUSSELL B. TROXEL has been elected superintendent of schools at Farmington, Ill. He succeeds E. A. Huff.

● MR. WILLIAM JEFFERS has been elected superintendent of schools at Vermontville, Mich.

● MR. R. J. CARPENTER, of Presque Isle, Me., has been re-elected for his seventh year.

● MR. J. B. HUTTON, of Garden City, Kans., has been elected superintendent of schools at Caney. He succeeds J. R. Popkins.

● SUPT. C. B. MEANS, of Knobnoster, Mo., has been re-elected for the next year.

● SUPT. N. C. CALVERT, of Avalon, Mo., has been re-elected.

● SUPT. W. L. JOHNS, of Flat River, Mo., has been re-elected for another year.

● SUPT. C. L. WEATHERS, of Crescent, Okla., has been re-elected for the next year.

● SUPT. C. L. BYSTROM, of Newberry, Mich., has been re-elected for his fourteenth year.

● SUPT. W. M. WESLEY, of Grayson, Ky., has been re-elected for another year.

● SUPT. M. W. MCKENNA, of Blue Springs, Mo., has been re-elected for the next year.

● SUPT. W. H. TATE, of Atlantic, Iowa, has been re-elected for the next year.

● SUPT. L. A. ABRINGTON, of Port Washington, Ohio, has been re-elected for a three-year term.

● SUPT. J. LEROY THOMPSON, of Tarrytown, N. Y., has joined the summer faculty of Alfred University as visiting professor in charge of courses in supervision and mental hygiene.

● SUPT. E. L. MILLER, of Maquoketa, Iowa, has been re-elected for a three-year term.

● DR. ALEXANDER J. STODDARD assumed the office of superintendent of schools of Philadelphia on May 1. Among his contributions to the Denver schools since September, 1937, is the establishment of a School Policies Council and a Department of Special School Service.

● SUPT. E. P. SMITH, of Seminola, Okla., has been re-elected for another year.

● MR. ROBERT M. STRAIN has been elected superintendent of schools at Greenville, Ill. He succeeds Alex Long.

● SUPT. C. B. SMITH, of Pekin, Ill., has been re-elected for the next year.

● SUPT. W. L. ALWOOD, of Coloma, Mich., has been re-elected for his tenth year.

● PROF. DANIEL J. CRAV, a well-known educator in Pennsylvania and a charter member of the School Superintendents of the United States, died at Dunmore, on April 24, after a year's illness. At one time he served as second vice-president of the School Superintendents' Association.

● MR. JAMES C. BILDERBACK, of Sheffield, Ill., has been elected superintendent of schools at Ashton. He succeeds John A. Torrens.

● SUPT. DAVE WILLIAMSON, of El Dorado, Tex., has been re-elected for another year.

● MR. DON McMURTRY has been elected superintendent of schools at Dadeville, Mo. He succeeds James M. Becker.

● SUPT. A. O. GARLOCK, of Kimballton, Iowa, has been re-elected for another year.



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EQUIPPING A HIGH-SCHOOL GEOGRAPHY ROOM

(Continued from page 42)

adjustable, and capable of tilting forward for greater visibility.

The built-in shelves and drawers, used for storing exhibit or class material, should be capable of expansion in number to satisfy the growing needs of the course. Two cabinets, especially, are recommended; one consisting of a series of large, shallow drawers, for use in storing large size flat work; another consisting of at least one hundred 3 by 12 by 15-in. pigeonholes, for use in storing teaching and testing materials and the master stencils. This second cabinet should be provided with a lock.

Racks for wall maps can be made easily and inexpensively in a number of ways; perhaps the easiest way is to drive spikes or pegs through supported uprights. Another excellent manner of storing wall maps is to equip the ceiling and walls of any available small closet with hooks, and suspend the maps by their end brackets on these hooks.

If the geography room is equipped with projectors, there should be storage space provided for them in the room; this can be a special box which locks, or part of a storage cabinet. It should be most convenient, and must be well protected.

The apparatus list required by a geography course depends upon the character of the course and the choice of the teacher. It might include such items as running water, weather-map service, a set of thermometers, a barometer, a hygrometer, an anemometer, a rain gauge, block diagrams, topographic maps, and numerous other aids. Part or all of this equipment will be considered basic by many teachers. In some cases part of the material will not have to be purchased, but can be used in conjunction with physics or other science classes.

Broadly speaking, visual aids include all equipment which stimulates learning through visual means. Actually, maps are among the principal

items of such equipment; however, as has been indicated before, maps rank with textbooks as equipment of primary importance, thus they are discussed on that basis rather than as supplementary aids in the course.

Visual Aids for Geography

Visual aids in the form of graphic and pictorial material should be available to supplement all oral instruction. The material should be changed to keep pace with the course, and should not be considered satisfactory merely because it combines an ornamental quality with general geographic information. It should be specifically related to the particular phase of work under immediate discussion through carefully planned integration.

An adequate program of visual aids should include motion pictures, both silent and sound, if available; still pictures on slides or mounted for opaque projection, stereographs, bulletin-board displays, blackboards, and large framed pictures for the room.

If motion pictures, film strips, or slides are rented or borrowed from an outside source, they should be scheduled to fit accurately and most effectively into the course. Only time and experience can guide a teacher in the selection of the most useful motion pictures and slides. Travel films are not particularly satisfactory, as a rule, for they are made chiefly for entertainment or propaganda, usually by people who know little about teaching. Many of the documentary films of the national government are excellent; however, some films, regardless of the source, are so much more valuable than others that either memory or a simple filing system of comments on films previously used, should be referred to when making schedules for future use.

Throughout the country there are many public institutions which have excellent libraries of films and slides, available to schools on an inexpensive rental basis, or free of all cost except the expense of transportation. In addition to these public sources such as university and college extension branches, public libraries and museums, there are

many private and semipublic organizations which have libraries of visual aids, well adapted to geography teaching, and at our service with very little cost.

If the school has only one projector, it will probably be used more in the geography room than in any other, thus it should be stored there. If other courses schedule rented visual aids, the program should be co-operatively scheduled so there will be no conflicts, and it should be scheduled early enough to secure the material as it is needed.

Slides, opaque projections, and stereographs owned by the school should be organized for convenience into units of instruction matching those of the course. The material mounted on the bulletin boards should be displayed in a systematic manner so that a board or a section of a board will give one teaching impact.

The blackboard is definitely part of the visual equipment. It is there to have things written and drawn on it, and equally, though this is often forgotten, to have things rubbed off it. The great advantage of the blackboard is that on it things may happen; on it a map or a picture may be built up in front of the class, with or without the assistance of the class. The blackboard is not the place for the teacher to display maps and pictures which have been drawn with elaborate care beforehand, or with constant reference to notes; rather, it is a place for comparatively rough work, not worth keeping, yet absolutely essential in enriching and clarifying the work of the course.


Large pictures, especially of scenes portraying the elements of natural environment, should be placed in the geography room for both educational and inspirational value. Such pictures, high in quality and excellent in teaching value, may be secured without cost from railway and steamship lines, both at home and abroad. They may be framed, or less expensively mounted on heavy cardboard by means of gummed tape.

To have teaching value the pictures must be looked at by the students; this means that they

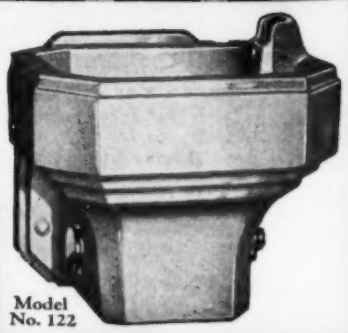
(Concluded on page 83)

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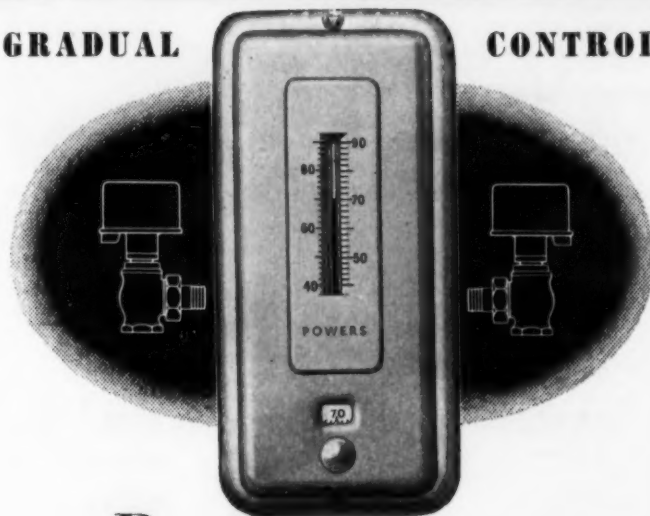
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(Concluded from page 81)

should not be hung permanently, but the entire series should be displayed in rotation.

Any school can be equipped with a generous supply of carefully selected material for visual instruction with very little expense. If money isn't available for talking pictures, for expensive projectors, or for libraries of films or slides, than the alert teacher with a pair of shears, a pot of paste, and some mounting board, can turn to the daily paper, to magazines, bulletins, literature from railway and ship lines, and to many other sources for the material with which she can build a marvelous library of visual aids for her course. The problem is not in finding pictorial material; it is in making a careful selection from the world of illustrative material about her.

Conclusion

In conclusion, one of the fundamental purposes of the high-school geography course is to orient the student to his home state, his homeland, and the world. This purpose can be accomplished more readily and effectively if the classroom teaching is extended, clarified, and enriched through the use of carefully selected geographic aids. The expenditure of a large sum of money is not necessary, for it is not expensive or elaborate equipment that characterizes a well-equipped geography room; however, the minimum essentials in equipment should be met, then the imagination and initiative of the teacher, coupled with her ingenuity, should make possible an equipment expansion program within the means of any school, and suited to a geography course of any character, duration, or grade level.

PERSONAL NEWS OF SCHOOLMEN

- SUPT. W. A. ROSS, of Mineral Wells, Tex., has been re-elected for a two-year term.
- SUPT. FRED L. TEAL, of Martins Ferry, Ohio, has been re-elected for a five-year term.
- MR. F. C. THOMANN, of Pawnee City, Nebr., has been elected superintendent of schools at Yuma, Colo.
- SUPT. HARRY B. NASH, of West Allis, Wis., has been re-elected for a three-year term.

• MR. RALPH CURRIER, of Amherst, N. H., has been elected superintendent of schools of Supervisory Union No. 40, in Milford. He succeeds the late H. C. Bales.

• MR. JESSE BATCHELOR, of Carsonville, Mich., has been elected superintendent of the Carsonville schools, to succeed Frank Bartlett. He was formerly a teacher in the Armada High School.

• MR. RALPH E. COTANCHE is the new superintendent of the Niles Township Community High School, at Niles Center, Ill.

• SUPT. HARVEY MUNGER, of Ramsey, Ill., has been re-elected for another year.

• MR. J. B. MCMAUS, who has retired as superintendent of schools at LaSalle, Ill., has been given the title of superintendent-emeritus.

• STATE SUPT. EUGENE B. ELLIOTT, of Michigan has been re-elected as chairman of the State Planning Board.

• SUPT. P. F. SHAFER, of Pearl City, Ill., has been re-elected for the next year.

• SUPT. WARREN SHEPHERD, of Taylorville, Ill., has been re-elected for a three-year term.

• SUPT. A. F. WINTERS, of Woodhull, Ill., has been re-elected for another year, with a substantial increase in salary.

• SUPT. T. E. HOOK, of Troy, Ohio, has been re-elected for a five-year term. Superintendent Hook is completing his twentieth year in the school system.

• MR. W. S. HAMILTON, of Waxhaw, N. C., has been elected superintendent of schools at Morganton. He succeeds W. Foster Starnes.

• MR. E. T. JANSEN, of Olin, Iowa, has been elected superintendent of schools at Oxford Junction.

• MR. CARL J. CHANEY, of Woodburn, Ky., has been elected superintendent of schools at Scottsville.

• MR. J. D. PILCHER has been elected superintendent of schools at Miranda, Tex.

• MR. RUSSELL T. SCOBEE has been elected superintendent of schools at Jefferson City, Mo.

• MR. D. V. SPENCER has been re-elected superintendent of schools at Jackson, Ga.

• SUPT. B. M. HARRISON, of Sparta, Ga., has been re-elected for another year.

• SUPT. RICHARD HUIZENGA, of Haslett, Mich., has been re-elected for the next year.

• SUPT. CLARENCE A. WEBER, of Galva, Ill., has been re-elected for a three-year term.

• PAUL CRAFTON has been elected superintendent of schools at Washington, Ill.

• SUPT. L. L. BESTROM, of Memphis, Mich., has been re-elected for a seventh year.

• SUPT. ARTHUR B. LORD, of Vineyard, Mass., has been re-elected for another year.

• SUPT. ARTHUR BURKE, of Turners Falls, Mass., has been re-elected for the next year.

• SUPT. RICHARD TOBIN, of Derby, Conn., has been re-elected for another year.

• MR. H. T. DARST has been elected superintendent of schools at Union City. He succeeds T. R. Eley.

• DR. CHARLES L. SPAIN, deputy superintendent of schools of Detroit, Mich., was honored at a banquet, at the Masonic Temple, on April 22, when he was presented with an engraved watch. Dr. Spain will retire in June, when he will have reached the retirement age of 70.

• MR. ROY H. VALENTINE has been elected superintendent of schools at New Castle, Ind., to succeed the late E. J. Llewellyn.

• MR. RAY E. ROBERTSON has been appointed Commissioner of Education of Wyoming, to succeed R. L. Markley. Mr. Robertson was formerly superintendent of schools at Cody.

• SUPT. R. H. BURTON, of Idabel, Okla., has been re-elected for another year.

• SUPT. J. M. CALVIN, of Hickman, Ky., has been re-elected for his twenty-third year.

• MR. O. H. SLETTE, of Virginia, Minn., has been elected superintendent of schools at Crosby. He succeeds S. E. Perkins.

• MR. A. O. DAVIDSON has been elected superintendent of schools at Sleepy Eye, Minn. He succeeds E. H. Wilcox.

• MR. T. J. REITH has been elected superintendent of schools at Farragut, Iowa. He succeeds R. C. Polton.

• SUPT. RUSSELL LECHONIER, of Bad Axe, Mich., has been re-elected for his fourth year.

• MR. JOHN S. FINLAY, of Mitchellville, Iowa, has been elected superintendent of schools at Sidney.

• MR. RAY H. HAMILTON has been elected superintendent of schools at Swartz Creek, Mich.

• SUPT. HARVEY MUNGER, of Ramsey, Ill., has been re-elected for the next year.

• MR. C. A. MAY, of Michigan Center, Mich., has been elected superintendent of schools at Homer.

• MR. ARTHUR J. LAIDLAW, of Ogdensburg, N. Y., has been elected superintendent of schools at Kingston.

• SUPT. CLETUS B. MUMMART, of Prophetstown, Ill., has been re-elected for his tenth year.

• MR. B. L. COBURN has been elected superintendent of schools at Osage, Okla.

• SUPT. H. E. DOW, of Villisca, Iowa, has been re-elected for his seventeenth year.

• MR. R. M. SLOTTEN, of West Des Moines, Iowa, has been elected superintendent of schools at Fontanelle.

• SUPT. D. H. JOHNSTON, of Hopkinton, Iowa, has been re-elected for another year.

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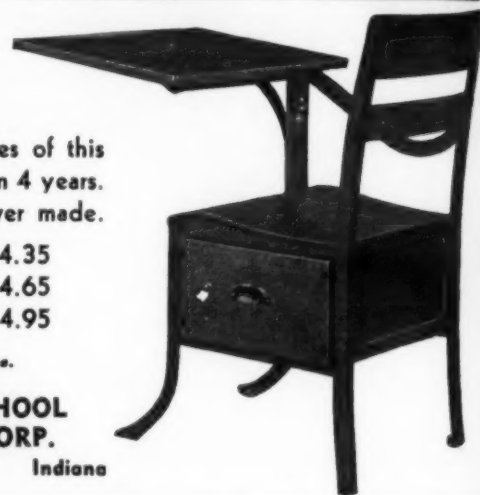
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IN CASE OF FIRE

(Concluded from page 18)

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The Signal for Fire Drill. The signal for the fire drill should be a bell that is used for no other purpose. By no other means can confusion be eliminated.

Safety Instruction. Discussions on the improvement of the fire drill and on the elimination of fire hazards should be included in the course of safety instruction. Pupils find such discussions of interest and quickly realize the importance of being prepared to meet the fire hazard.

Study of School Plant and School Practices. Constant study should be made of the building and of the practices of pupils and school officers in relation to safety from fire. Exits should be frequently checked to see that doors and antipanic bolts are free from obstruction and operating correctly.

The upbuilding of a sound philosophy in relation to fire and the means of protection against it, is good insurance. Emphasis should be upon intelligent daily school living, and emotional control when under stress. The fear motif should not be emphasized. *"Eternal vigilance is the price of freedom,"* and also of fire safety.

SCHOOL MAINTENANCE AND CONSTRUCTION

(Concluded from page 46)

other than standard dimensions, wall shelves, lecterns, backstops for baseball and hockey, pool benches which need waterproofing, special cabinets for particular purposes as storage of musical instruments or dictaphone records.

For the school which wants to stress individuality of appointments at no greater expenditure, a school-construction department as part of the maintenance division is very desirable. Some members of every school faculty have a distinctive flair for design. These assets can be mobilized and the pooled ideas worked out in blueprint form for the guidance of school employees. Most of the articles pictured here have had that history. The final results tell of long-range planning and functional designing of unique articles of equipment which tend to make a school distinctive but which cost less, except in time spent by faculty members in planning, than equipment lacking harmony and utility. Schools in this sense may possess personality.

This type of planning over a series of years produces school buildings equipped in a manner which is "different." The visitor is aware of an atmosphere in which artistry has been combined with usability. There is the freshness and harmony comparable with a fine home. This is school planning of certain aspects of school equipment at its best. A school construction division of the maintenance department is responsible. That such a department can be fitted to meet the needs of any school is worthy of the consideration of school boards and superintendents. Well planned and used within limits already set forth such a department can in many instances

render superior service to a school at a reduced cost to the district.

DO VOCATIONALLY TRAINED HIGH-SCHOOL GRADUATES EARN MORE?

(Concluded from page 40)

It will be observed from Table I that of the 153 graduates who completed two or more units each of vocational subjects, 88, or 57.5 per cent, received incomes in 1937; a total of 34, or 22.2 per cent, were housekeepers; 7 or 4.6 per cent, were unemployed; 19, or 12.4 per cent, were students.

The table shows further that of the 37 graduates of 1932-36 who had completed from .5 to 1.5 units of vocational subjects, 14, or 37.8 per cent, received incomes in 1937; just 13, or 35 per cent, were housekeepers; 2, or 5.5 per cent, were students; 6, or 16.2 per cent, were unemployed; and for 2, or 5.5 per cent, no data relative to their occupations or earnings in 1937 were available.

Of the 22 graduates who had received no credit in the vocational field, 7, or 32 per cent, received incomes in 1937; only 5, or 22.6 per cent, were housekeepers; 8, or 36.4 per cent, were unemployed; and only 2, or 9 per cent, were students.

From Table II it will be noted that the only graduate who in 1937 received an income in excess of \$1,500 had completed six units of vocational subjects.

TABLE II. Relationship Between Earning Power in 1937 and Average Number of Units of Vocational Subjects Completed by the Graduates of 1932-36

Income Groups	Number of Graduates	Average Number Units Vocational Subjects
Above \$1,500	1	6
\$1,500 or less and above \$1,000	6	5.3
\$1,000 or less and above \$500	52	3.4
\$500 or less	51	2.9
Not Receiving Incomes in 1937:		
Housekeepers	51	3.0
Students	23	3.0
Unemployed	21	1.5
No data	7	2.9

It is shown further in Table II that the six graduates who in 1937 received incomes between \$1,000 and \$1,500 had completed an average of 5.3 units each in the vocational field. The 52 graduates who received incomes above \$500 but less than \$1,000 had completed an average of 3.4 units each in vocational subjects. The 51 graduates with individual incomes of less than \$500 had completed an average of 2.9 units each of vocational courses. The 51 graduates who were housekeepers in 1937 and the 23 who were in college in 1937, of course, had no incomes during this year, but they had earned an average of 3.0 units each in vocational subjects as high-school students. The 21 graduates unemployed in 1937 had earned an average of only 1.5 units of vocational courses. The 110 graduates who received incomes in 1937 had completed an average of a fraction more than four units each of vocational subjects, while the 21 unemployed graduates with no incomes had completed an average of only 1.5 units each in such subjects. While the unemployed graduates, of course, received no income in 1937, the employed graduates received an average income of approximately \$600 each.

From these data it seems that the earning power of high-school graduates tends to increase in proportion to the amount of vocational training received. Other data of this study show that high-school graduates with vocational training are more successful in obtaining employment than are graduates with little or no training.

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Free Demonstration on Your Own Floors!

*Mount Diablo Union High School, Concord, Calif.

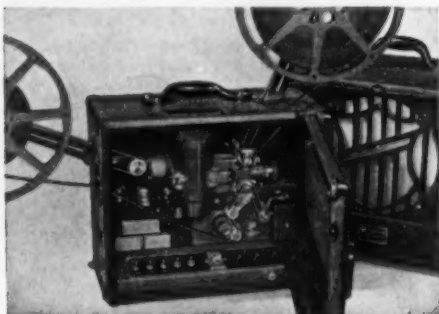
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IT'S one thing for a movie projector to give a sparkling performance when new. But *continued* fine results is something else . . . something that calls for the precision manufacture of Bell & Howell Filmosounds. For Filmosounds are built to give "demonstration" results over a lifetime of dependable service!

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After The Meeting

Good Reason

The third graders were observing the building of a house near the school. As a week-end lesson, the teacher ordered the children to make a drawing of the house. In commenting on one drawing, the teacher asked: "Mary, your picture has no workmen in it. Why not?"

"Well," said Mary, "I made the picture on Sunday. 'Course no men were working then."

His Mark

Father: Well, son, how are your marks?

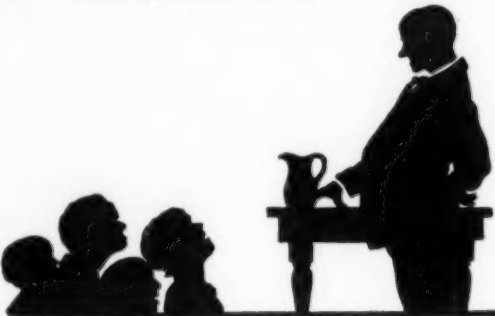
Russel: They're under water.

Father: What do you mean under water?

Russel: Below "C" level. — C. H. S. Tackler.

Decadent Age

A certain high-school girl was out riding with a certain high-school boy the other day. She gave him an adoring look, saying, "Can you drive with one arm?" Rising to the occasion, he replied, "Sure!" "Okay, have an apple," was her answer. What's this younger generation coming to? — Osborne, Kans., Farmer.



Whose Honor?

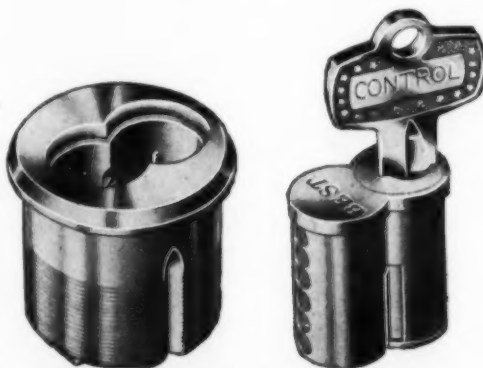
Professor: This examination will be conducted on the honor system. Please take seats three apart and in alternate rows. — Springfield Republican.

School Buyers' News

Best Lock Solves Problem of Lock Maintenance

The problem of lock maintenance in schools often assumes alarming proportions. It is not simply a matter of the added expense of labor and materials for replacement, but the inconvenience caused when lock changes are necessary. The real danger is that control of school security is jeopardized and school possessions are exposed to inadequate protection.

The Best Universal Lock Company, 730 E. Washington St., Indianapolis, Ind., has placed on the market a lock, with an exclusive, patented, interchangeable core which offers a solution to this problem. This core can be removed and recombined, or replaced with another core of different combination. The change is easily and quickly made and it is not necessary to remove



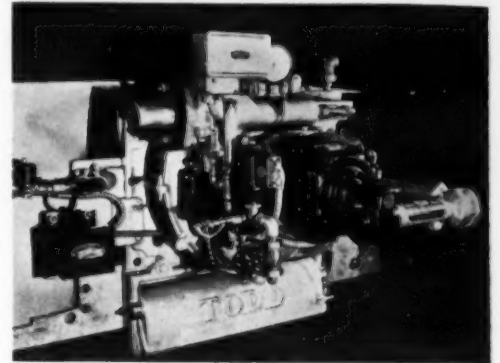
The Best School Lock.

and change an entire lock when a student leaves, the personnel changes, or keys fall into other hands. The core can be recombined and used in another lock within the system.

Complete information is available upon request.

Todd Fuel Oil Burner

The Todd Combustion Equipment, Inc., 601 West 26th St., New York City, has announced a new Todd type PAH and PA rotary fuel oil burner for schools, designed to meet the need for a complete and compact burner unit, with ability to burn any commercial fuel oil under full automatic control.

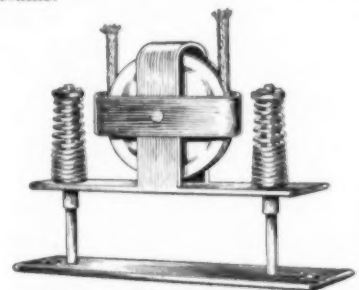


New Todd Oil Burner.

The burner unit is arranged with integrally driven oil pump and control devices, so that it has completely built-in equipment for the proper handling of the heaviest grades of commercial fuel oil. The unit consists primarily of a spinning cup, an atomizer, driven in conjunction with a fan, and an electric motor embodying in principle the structural features of the usual rotary cup oil burner.

Vallen Uni-Tension Slack Rope Take-Up

The Vallen Company, Inc., of Akron, Ohio, manufacturers of quality proscenium equipment, have announced a new automatic slack rope take-up called the Vallen Uni-Tension, for whipping curtain ropes and cables in school auditoriums.



New Slack Rope Take-up.

The Uni-Tension, which is small, compact, sturdily built, and easily bolted to the floor backstage, is entirely self-adjusting, compensating for all slack caused in certain cables and ropes by use, or weather changes. The Vallen Uni-Tension can be furnished to fit any curtain size in any type of auditorium. It carries the firm's guarantee. Complete information is available to any school official upon request.

New Hostess Folding Chair

The Brewer-Titchener Corporation, Cortland, N. Y., has announced a new Hostess Standard folding chair, which is designed with a curvature in the rear to eliminate the danger of pinched fingers and to provide an easy clasp for carrying purposes. It is constructed with a U frame, forming the back and front legs, which allows added clearance and ample room for the largest person. The chair can be opened or closed easily, with a single follow-through motion, requiring the use of only one hand. It is durable, convenient, and sells at a low price.

Complete information will be sent to any school official.

BUYERS' NEWS

Mr. Albert D. McCarthy Joins Heywood-Wakefield Company

Mr. Albert D. McCarthy has been appointed to direct the new England sales department of the Heywood-Wakefield Company, with offices at 174 Portland St., Boston, Mass.

Mr. McCarthy was formerly school equipment



Albert D. McCarthy
New England Sales Manager,
Heywood-Wakefield Co.

salesman for the Wolkins Company, and has had considerable experience selling school furniture and equipment for more than 35 years in

the New England area. He is well known to school executives, architects, and school-board members in that district and enjoys a wide knowledge of seating needs which should prove helpful to school authorities in solving school problems.

Spencer Vacuum-Cleaning Catalog

The Spencer Turbine Company, Hartford, Conn., has issued a 20-page catalog, describing the use of the Spencer vacuum cleaner in schools and public buildings. The new Spencer cleaner No. 1962 is capable of maintaining a high degree of cleanliness in schools. It cleans large areas quickly and is ideal for polished floors. One operator can "sweep" six classrooms per hour. Erasers and chalk trays can be easily cleaned without raising dust.

A copy of the catalog will be sent to any school official upon request.

Film List Available

The DeVry Corporation, 1111 Armitage Ave., Chicago, Ill., has just published a list of "Free Films for Schools." Copies are available at 25 cents each.

Ross Fife Appointed Secretary

Mr. Ross Fife has recently been appointed executive secretary of the Tissue and Towel Manufacturers' Association. He will be located at 19 West 44th St., New York City.

Differential Controllers

The Minneapolis-Honeywell Company has recently put on the market differential-controlling devices for regulating the flow of steam or liquids in heating and cooling systems. The devices are designed with two bellows assemblies that oppose each other and react to variations in the difference in pressure or temperature elements.

The devices are especially usable in school buildings where refrigeration is installed, or where attic fans are operated. Complete information is available.

Announce New Bradley Group Showers

The Bradley Washfountain Company, at North Twenty-second and West Michigan Sts., Milwaukee, Wis., has announced a new group shower, with foot-treadle control. In the use of this shower, the water is automatically turned on when the user stands upon the treadle platform, and is stopped when he steps off. Pre-tempered water is used, which assures complete safety and reduces water consumption.

The Bradley shower prevents waste which sometimes occurs during temperature adjustment, or when the user is not under the shower. The firm has prepared descriptive circulars about the shower, which may be obtained upon request by any school official.

New 16-mm. Projector

The DeVry Corporation, 1111 Armitage Ave., Chicago, Ill., has announced a new professional 16-mm. arc-lamp sound projector, designed for large auditoriums and school use.

The machine incorporates all the advantages of 35-mm. professional machines and makes possible the use of 16-mm. sound films in the largest school auditoriums. The pictures can be as large as 20 by 24 ft., at a distance of 125 ft. from the screen. The reel capacity is 4,000 ft., which allows for continuous running of one and three-quarter hours. Circulars are available.



New DeVry
16-mm.
Projector

Death of Henry E. Sheldon

Mr. Henry E. Sheldon, vice-president of the E. H. Sheldon Company, Muskegon, Mich., died on Saturday, May 6.

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WITH WYANDOTTE DETERGENT YOU GET SAFETY



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1. Even the most careless worker will find it almost impossible to harm surfaces being cleaned.

2. Soiled painted surfaces can be washed many times without scratching or dulling the paint film.

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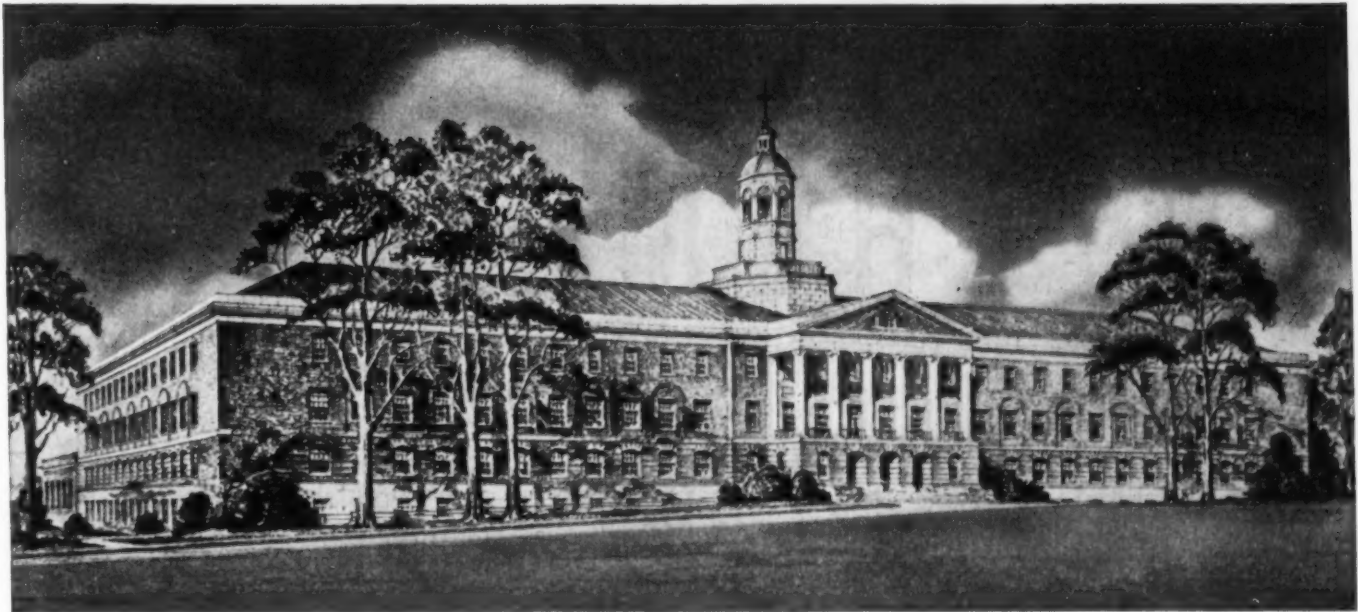
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One hundred and twenty-eight Herman Nelson Air Conditioners are to be installed in the Calvin Coolidge High School, now under construction in Washington, D. C. With completion of this new building, 49 schools in the District of Columbia will be equipped with Herman Nelson Units.

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Architects and School Authorities in all sections of the country are selecting the New Herman Nelson Air Conditioner in preference to any other for their modern schools. They prefer this Air Conditioner because of Herman Nelson's 30 years of experience and nation-wide reputation for intelligent, reliable service in the heating, ventilating and air conditioning of schools.



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*A basic text combining fundamental
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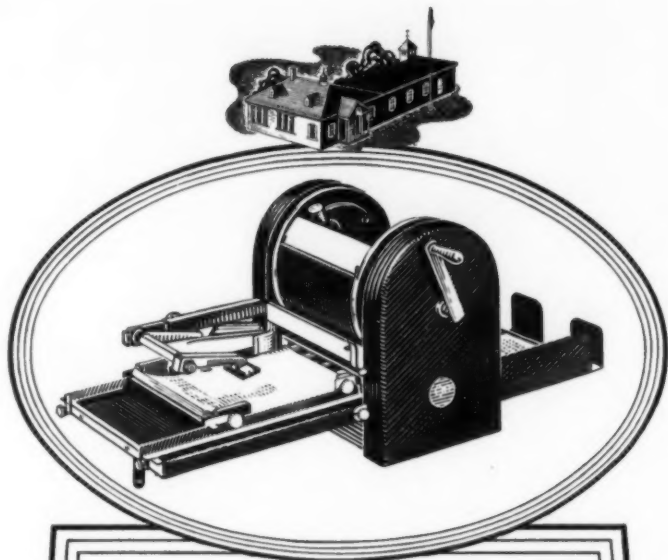
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Perry High School, Pittsburgh, Pa.

An elementary text to be used by students in vocational and technical schools who have not studied electricity previously and whose mathematical training may not have gone beyond arithmetic. Provides numerous experiments to be performed with equipment made by the student. \$1.96

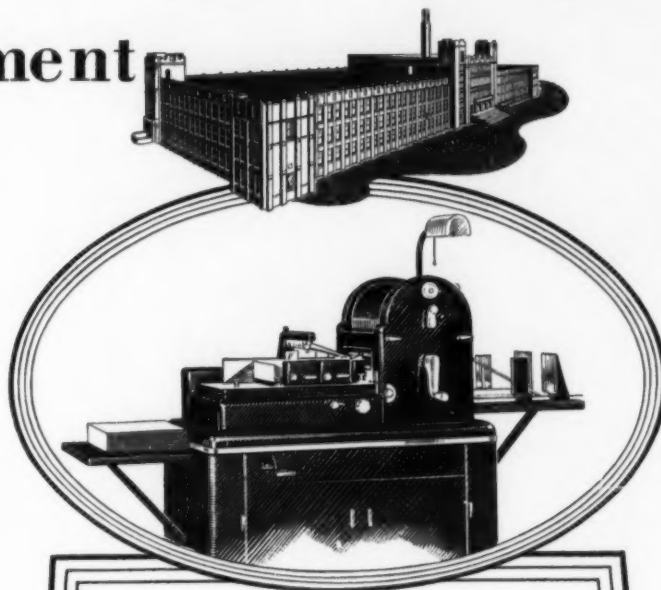
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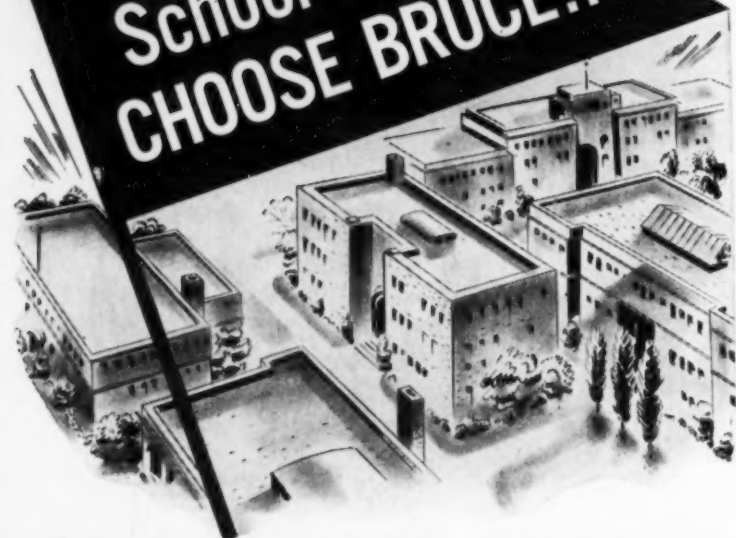
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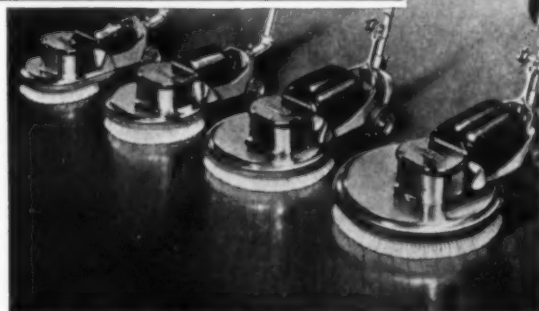
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Light, bright, and well aired is this Houston grade school washroom with a battery of Crane Santon siphon jet closets. The forgetfulness of children is no problem with Crane seat-operated flushing valves.



In a Sherwood, Ohio, grade school, Crane Saxonets provide dependable closet facilities. Crane flushing valves and hard rubber open-front seats assure maximum sanitation as well as low-cost maintenance.



ON you, for many hours each day, rests responsibility for the health and welfare of school children. That is why your decisions on plumbing equipment for your school are important.

No problem of school sanitation is more vital than the selection of properly designed and adequate closet facilities. They must be modern in every detail to promote proper hygiene—ruggedly built to stand school service. They must be properly designed to insure safe installation, fool-proof against the hazard of water-borne diseases.

Whether you are building a new school or modernizing, meet this responsibility wisely. Choose

Crane closets. The soundness of your judgment will be told in the healthy faces of your students. Crane closets are safe—made without compromise. Because they are specially designed for school use, they have the durability needed to lower maintenance and replacement costs. They are the products of long research and experience in school plumbing problems.

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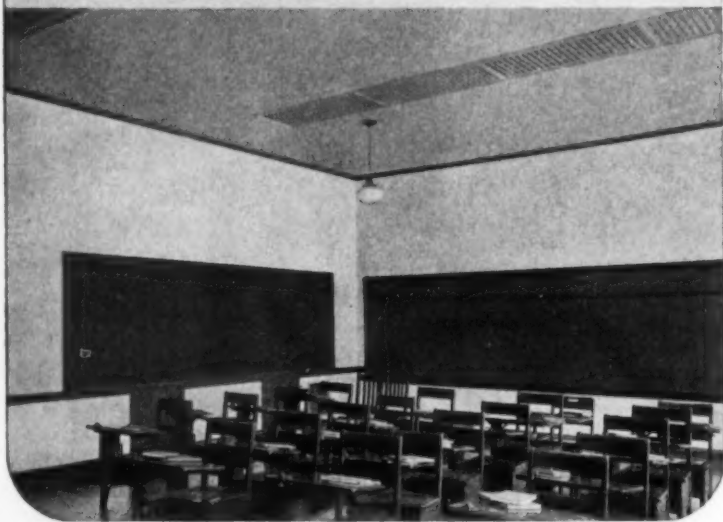
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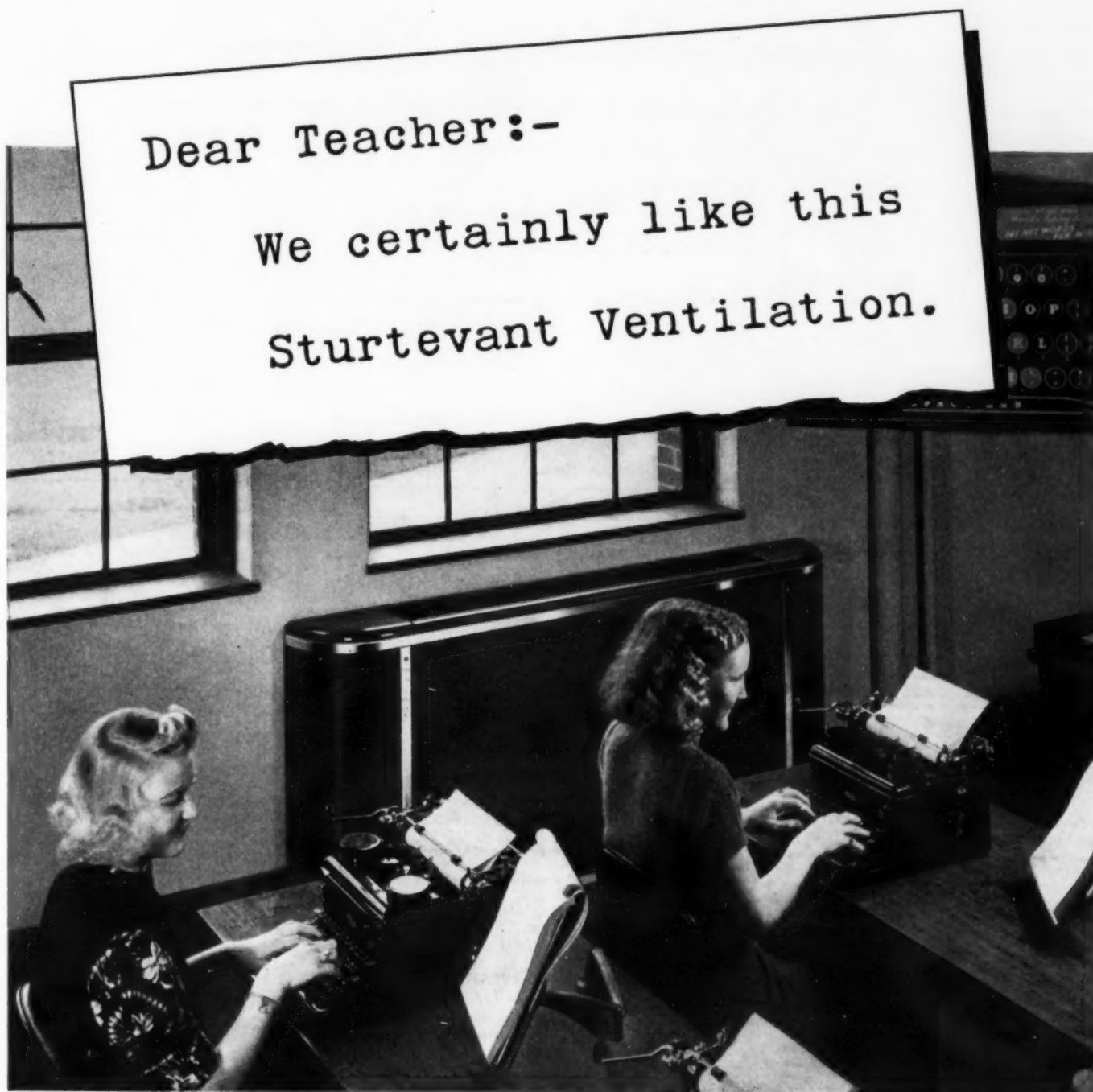
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LIQUID

is a liquid chemical compound that penetrates the porous cement and binds the loose particles together into a fine, granite-hard surface that resists wear and is dustproof for years. Works equally well on new or old floors.

* U. S. Patent Applied For

CEMCOAT

Filler and Dustproof for Floors.

A durable, decorative treatment in attractive colors for concrete or wood floors. Will outlast conventional floor paints and is inexpensive to use.

You will find, as other Superintendents and Architects throughout the country have, that putting these three products, Lignophol, Lapidolith and Cemcoat to work when you have floors that need conditioning or resurfacing, or both, that these products will insure you a job well done. The cost and upkeep is practically negligible.

Regular classroom, gymnasium and auditorium floors must be able to stand hard usage—the actual tests of Lignophol, Lapidolith and Cemcoat on the job show why you will want to specify them in all your buildings.

Scientific tests of Sonneborn floor products have been made and you can obtain copies of these tests by writing Dept. J-6.

*What School Boards
Think of Sonneborn Floor Products . . .*

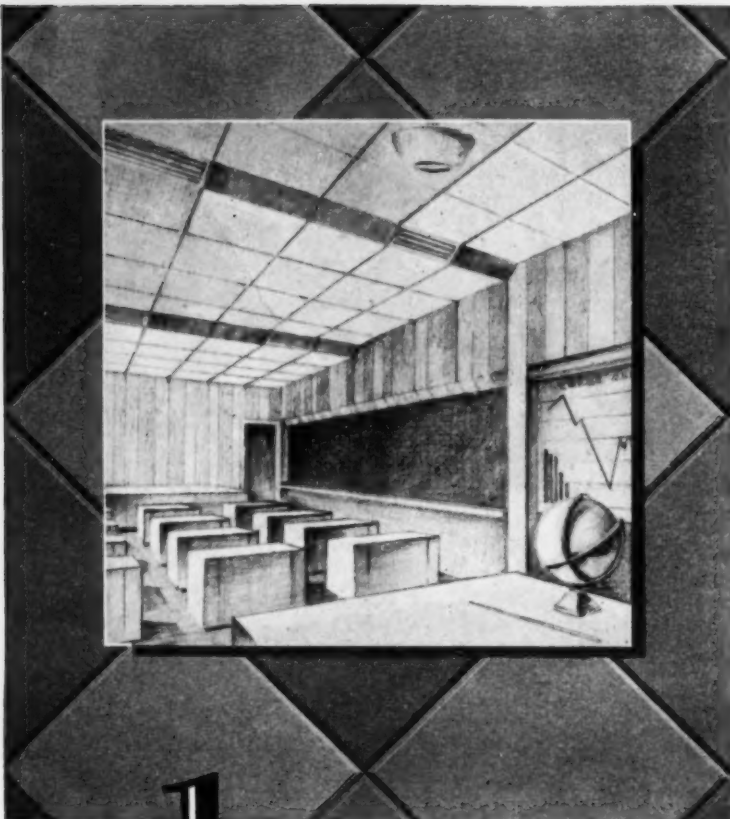
Mr. C. V. Kelty, Secretary, Business Manager of San Bernardino City Schools, San Bernardino, Calif., speaking of Lignophol, in his letter dated January 9, 1939, writes: We are still using Lignophol in ever increasing quantities. We have standardized on this product for the treatment of all hardwood floors and have recently specified its use in contracts let for the erection of five large school buildings in this city. Because of its excellent spreading and lasting qualities we also believe it to be the most economical of all wood preservatives we have used.

Mr. H. C. Roberts, Secretary and Business Agent, Independent School District of Sioux City, Iowa, commenting on Lapidolith, says: In the Sioux City Schools we have used Lapidolith in a number of buildings and over a period of some seven or eight years. Where used, the concrete is made much harder and polishes off on the surface, and dusting and pitting are almost entirely eliminated.

Mr. T. M. Townsend, Assistant Superintendent, Department of Public Instruction, Schenectady, New York, endorses Cemcoat in a letter by stating: The concrete paint which we purchased under the brand name of Cemcoat is a very excellent product. It hardly seems possible for anything to be better than Cemcoat.

WRITE FOR DESCRIPTIVE LITERATURE AND
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Schoolroom designed for Blendtex by Vogelgesang, Cone

In 1 operation build insulate decorate quiet noise

Once classrooms, and other schoolrooms, were noisy. Traffic noises, even inside noises, disturbed attention.

But now walls and ceilings don't have to "talk back." Weatherwood* Blendtex will make schoolrooms quiet, subdue all noise. And Blendtex will make rooms more comfortable, attractive in a fascinating, modern manner. It does all this at a cost that will simply amaze you!

Whether your school is old or yet to be built, ask your USG Dealer for the free photo book of Blendtex interiors. Or mail the coupon.

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LOWEST MAINTENANCE COST

The Norton leakproof packing nut permits the use of mineral oil for lubrication and checking. Friction and wear of working parts are practically eliminated. The Norton Rack and Pinion principle holds the door under absolute control every inch of the closing arc and causes no strain on the hinges or door. These exclusive Norton features contribute to "Lowest Maintenance Cost." Write for catalog.

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Real protection at moderate cost.



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It costs no more to have the quality and security for which YALE is famous... plus simplified locker supervision. In fact, because of their improved design, construction and durability, YALE Combination Padlocks are more economical in the end.

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GRADES GO ON THE UP-GRADE

When school floors are quiet and comfortable
Armstrong's Linoleum



Grades are bound to improve when a school follows the lead of the McAllister Grade School of Lawrence, Kansas, where the library floor is quiet Armstrong's Linoleum. Here, a field of Marbelle linoleum is set off by a feature strip of white.

HERE'S a practical lesson in progressive education. When floors of Armstrong's Linoleum are installed in a school, teachers and pupils find it easier to concentrate, because linoleum is a quiet flooring. And better study conditions mean better grades!

There's a valuable economics lesson in this floor, too, because Armstrong's Linoleum is durable as well as low in cost. Its scuffproof colors will not wear off because they run through the full composition.

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Armstrong's Linoleum comes in a wide range of attractive colors and patterns. Our color-illustrated booklet, *Better Floors*, shows what can be done with linoleum floors. Write today for a copy. Armstrong Cork Company, 1208 State Street, Lancaster, Pa.

For schools, Armstrong manufactures the only complete line of resilient flooring—Linoleum, Asphalt Tile, Reinforced Rubber Tile, Linotile (Oil-Bonded), and Cork Tile. Armstrong's Bureau of Interior Decoration will help you create distinctive floors.



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● Before completing plans for expansion or modernization, be sure to investigate the durability, beauty and efficiency of Lyon Steel School Equipment. Lyon Lockers, Tool Cribs, Shop Benches and Folding Chairs have been favorites with school officials everywhere for more than 35 years. Send coupon for complete details.



The Lyon "Gym" Locker provides an efficient clothes storage system that does not require an attendant's service. Class member keeps his gym clothes in the small locker, using the larger locker for street apparel while in gymnasium. Six pupils use this one unit.



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Lyon Posture Perfect Folding Chairs are restful, quiet and strong. They embody many exclusive safety features. Available in attractive one and two tone colors.



Two single-tier Lyon Lockers, most widely used type where it is necessary to provide for extended period storage for overcoats. Lyon famous School-Proofed construction. Compact and attractive.

Lyon Steel Shop Benches are designed for use by all types of vocational departments. Some models provide space saving storage facilities under the bench top. Model shown has heavy steel top, sturdy channel legs, and bench drawer fitted with lock.



LYON *Service*

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Without obligation, send information on items checked: ☐ Gym Lockers;
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Dollar Day!

DOLLAR DAY has become quite an American institution. It was doubtless started as an advertising plan to attract customers to the community stores.

These companies having excess lines of goods or shelfworn goods would offer these at attractive buys. The bargain hunters would do the rest.

There are still odds and ends to be picked up on Dollar Day but much of the merchandise sold is purchased specifically for this occasion, in short it might be termed Dollar Day merchandise. The project, started for one specific purpose, has changed its course and pursued the inevitable trend.

Bid Buying doubtless started for the purpose of protecting the buyer. Opening purchases to competitive sellers served that purpose. That purpose however, has been superseded by broadcasting of the purchased lists to all sections of the country and to all types of merchandisers.

It has now become more or less of a guessing game; whoever can guess lowest in price gets the business.

The next task is to find the goods that can be furnished by the company awarded the business at the price bid. If the price is lower than standard the goods must be cheaper and if the goods must be cheaper than the company must find a cheaper source of supply.

The whole emphasis and trend in bid buying has been to cheapen the product. If the emphasis continues upon this system of buying it will follow the trend of the Dollar Day.

Companies recognizing the outlets for a cheaper product will cater to that market. This is disastrous to the reputable dealer who refuses to handle cheap products. It is more disastrous to the School System who is bound by Bid Buying rather than selective buying.

Selective Buying means the selection of products in terms of their value or service at a fair price and the selection of responsible and established sources of supply functioning on a sound merchandising basis.

Selective Buying must supplant Bid Buying or the drift in buying and selling will parallel the trends of the Dollar Day buying.

A School that buys on price gets the goods manufactured for price.

A School that buys on value gets the goods manufactured for value and service.



*National School Supplies
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DRATEX the extra value shade cloth

OBTAINABLE ONLY IN DRAPER SIGHT-SAVING SHADES



Actual photograph (above) demonstrates how Dratex can be gathered in hands...bunched and rubbed together...without splitting, cracking, peeling, or losing shape. Ordinary filled or coated shade cloth cracks and stays creased under such treatment.

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SAMPLE and CATALOG FREE

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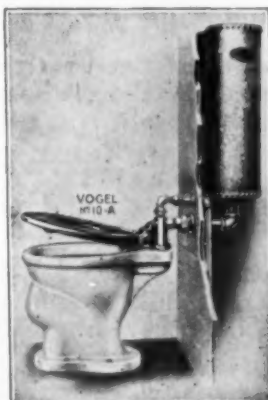
VOGEL PATENTED SCHOOL CLOSETS

VOGEL School Closets are sanitary, dependable and economical. They guarantee low water consumption, trouble-free operation under hard usage, fewer repair bills.

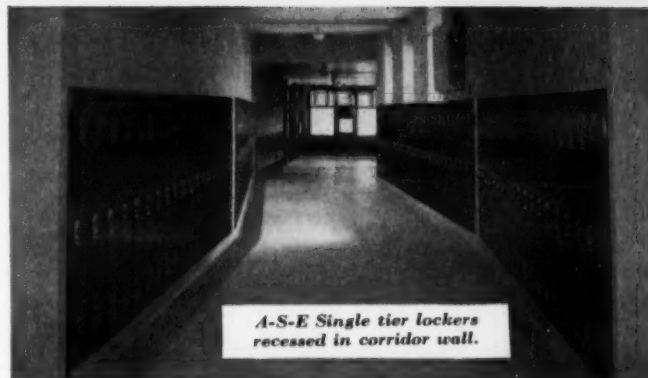
Made in two types for every school installation. Thousands in school use throughout the United States.

Sold only through recognized wholesalers of Plumbing Supplies.

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VOGEL NUMBER TEN-A—Same specifications as Number Ten except for concealed pressure tank. Valve accessible above bowl.



Is your locker problem *different*?
YOU'LL FIND THE PRACTICAL
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● Determining the size, capacity and arrangement of the lockers required for your individual needs is made easy by the completeness of the modern A-S-E line. There's an A-S-E Locker for every purpose.

A-S-E engineers have, for years, assisted officials in selecting the most practical and economical type of locker for hundreds of schools in all parts of the country. Their years of experience enable them to help solve the placement problem to the best advantage. They are able to demonstrate the features of A-S-E lockers which assure more years of trouble-free service.

Be sure to get complete locker information. Let an A-S-E engineer point out the construction features which determine the useful life of any locker. Mail the coupon today.

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—54 in. low for primary grades
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Syncrétize!

Why have heat-fagged, brain-fogged pupils?

THE QUESTION of whether a ventilating unit will *heat* the classroom is now not so important as whether it will adequately *remove excess heat*. Pupils in a classroom are "living radiators." Body and solar heat are constantly tending to raise the room air temperature and to make it uncomfortable, unhealthy, depressing.

The two-point-suspension roll damper in the Nesbitt Syncrétizer, closely controlled along with the Nesbitt radiator by *two* thermostats, is quickly sensitive to the slightest demand for more outdoor air to prevent overheating. All day long this fully automatic "traffic cop" allows just the right proportions of outdoor air and room air to pass, for mixture within the unit and admission to the room. Thus is maintained the comfortable, invigorating condition called Perpetual June in the Classroom.

Get *everything* you are entitled to when you buy ventilating units. Talk with the Nesbitt or American Blower Corporation representative.



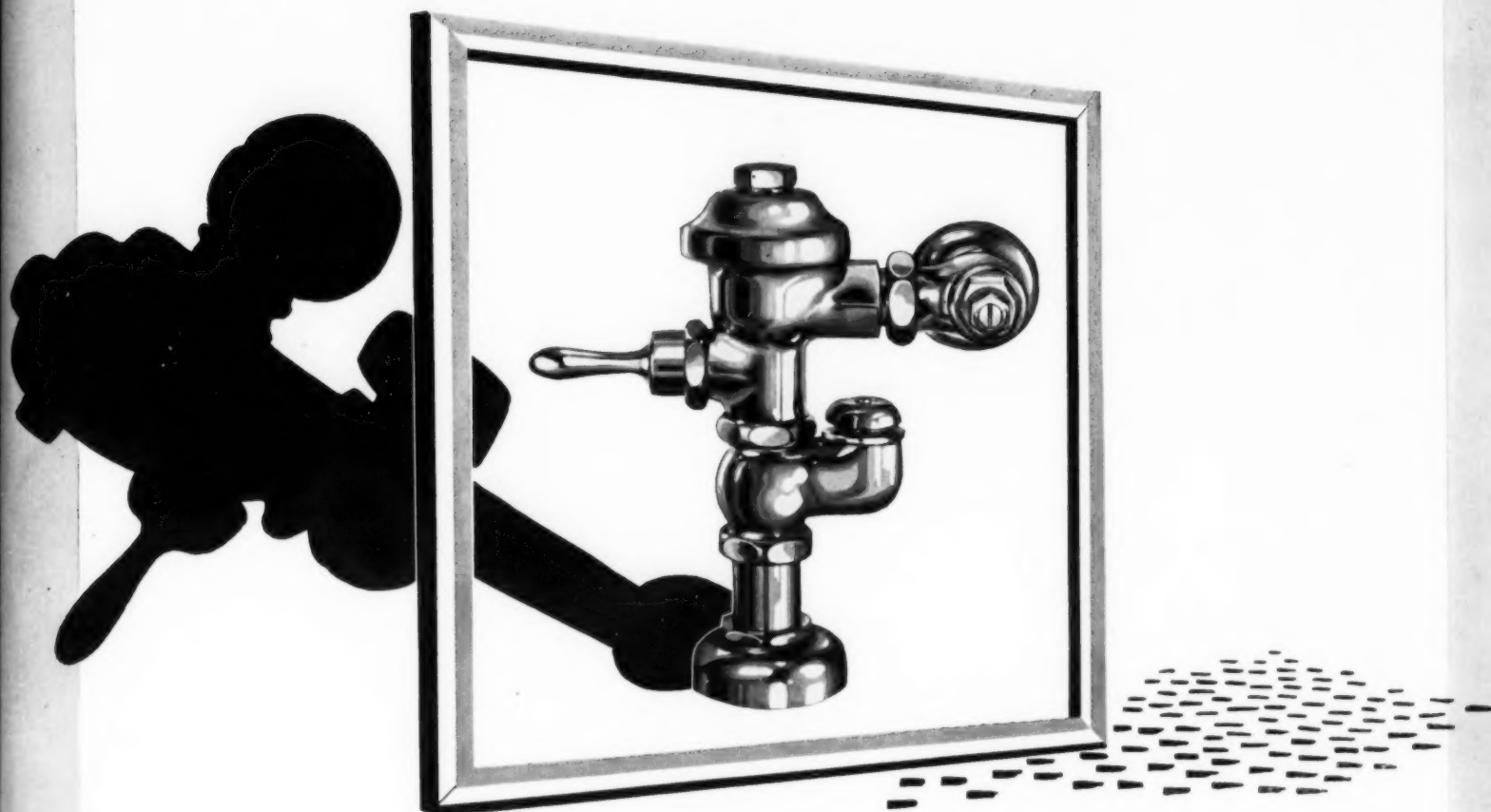
THE NESBITT TWO-BEARING ROLL DAMPER which controls the mixture of outdoor and indoor air is a marvel of simplicity, especially when compared to the complicated mechanisms of many moving parts found in other unit ventilators.

Manufactured and sold by John J. Nesbitt, Inc., Holmesburg, Philadelphia, Pa. Sold also by American Blower Corporation.

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Syncrétized Air

TRouble-FREE SCHOOLROOM VENTILATION



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The Sloan Flush Valve is a safety engineer for schools . . . In at least two ways:

Sloan vacuum breakers protect the children from the serious danger of back-syphonage. It may be that you have thus far escaped trouble from back-syphonage and its liability to cause amoebic dysentery. We sincerely hope so. But don't wait until the horse is stolen to lock the barn door. Right now—*this summer*—install Sloan vacuum breakers as a very necessary safety precaution.

But make certain your vacuum breakers are genuine Sloan. *The Sloan vacuum breaker is the only vacuum breaker thus far approved by the National Testing Laboratory.* This is a laboratory maintained by the National Association of Master Plumbers at the University of Iowa, under the direction of the Dean of the College of Engineering,

for the rigorous testing of plumbing material. Many communities, and indeed the entire state of Oregon, have ruled against the installation of any plumbing material not approved by this laboratory.

Then too, Sloan Flush Valves afford real safety for your maintenance budget. They cost very, very little to keep in perfect order. One institution in which are installed more than 2,000 Sloan valves found their Sloan flush valve maintenance costs to be less than 1 cent per valve, per year. And as for saving water—in one New Jersey public school the installation of Sloan valves so reduced water consumption the saving was published as front page news.

Consult your architect or plumbing contractor. In the meantime send for your copy of the new book "7 Flush Valve Facts."

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SLOAN *Quiet Flush* VALVES



No. 234 American Universal desk



No. 271 Universal tablet arm posture seat

Scientifically seating the school plant

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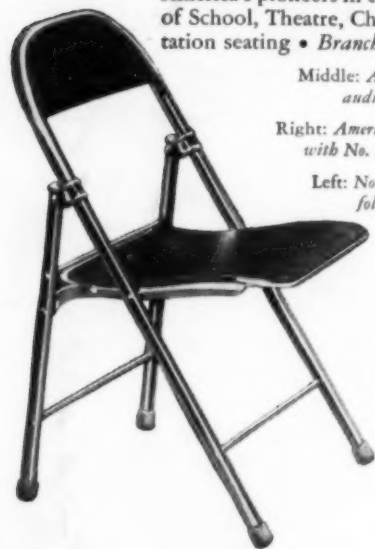
We invite you to write us regarding your seating problems.



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Middle: American Bodiform auditorium chair

Right: American Universal table, with No. 268 posture chairs

Left: No. 47 tubular steel folding chair

